Focus: Leadership for English Learners

RESOURCES AND RESEARCH

The California English Learner Roadmap policy requires that education systems are explicitly aligned, coherent and research-based in order to ensure that educators provide equitable schooling experiences for our state's 1.2 million English Learners. These resources have been carefully reviewed and selected to provide school, district and county office leaders with promising practices and decision-making guidance to promote equity for English Learners during COVID-19.

Title: CDE Additional Coronavirus (COVID-19) Resources
Link: https://www.cde.ca.gov/ls/he/hn/coronavirusadtlinfo.asp#englishlearner
Summary: The California Department of Education has curated a list of resources for schools and districts that include information about English Learners, Health and Safety, School Nutrition, School Fiscal and Business Services, and School Cleaning, among many others.

Title: Community Schools: A COVID-19 Recovery Strategy
Link: https://edpolicyinca.org/publications/community-schools?utm_source=PACE+All&utm_campaign=f7e418c156-EMAIL_CAMPAIGN_2019_08_29_05_32_COPY_01&utm_medium=email&utm_term=0_9f1af6b121-f7e418c156-581975270
Summary: This brief from PACE (Policy Analysis for California Education) argues for the creation of community schools as a way to diminish the educational and social impact of Covid-19. In light of the economic and racial disparities revealed by the disease, community schools can respond to conditions of economic, housing, and food insecurity by partnering with community organizations and using resources to create an integrated effort to augment academics, health/social services, youth development, and community engagement. Suggestions for how to establish community schools are enumerated.

Title: COVID-19 Pandemic Resources & Support
Link: https://greatlakesequity.org/covid-19-pandemic-resources-support
Summary: The Great Lakes Equity Center (GLEC) offers considerations for how to provide equity during the time of on-line and distance learning. The Center provides links to other organizations that address teaching ELs during the pandemic and students' social-emotional well-being. The website also has information about anti-racist and equity resources as well as professional learning events.

Title: COVID-19 Spotlights the Inequities Facing English Learner Students, as Nonprofit Organizations Seek to Mitigate Challenges
Link: https://www.migrationpolicy.org/news/covid-19-inequities-english-learner-students
Summary: This commentary by the Migration Policy Institute makes the case for the critical collaboration between states, districts, and established immigrant-serving nonprofit organizations. It presents examples of programs/resources that respond to the challenges of distance learning, food insecurity, economic assistance, and communication of important information in the language of immigrant communities.

Title: Culturally Responsive – Sustaining Remote Education
Link: https://crehub.org/remote-learning
Summary: CRE HUB (Culturally Responsive Education) provides guidance on how to keep focused on equity, access, and culturally responsive-sustaining education as teaching and learning shifts online? The complete document, Guidance on Culturally Responsive – Sustaining Remote Education, can be downloaded.

Title: Distance Learning Resources and Updates
Link: https://mailchi.mp/ccee-ca.org/distance-learning-resources-and-updates?e=596af6117a
Summary: The California Collaborative for Educational Excellence (CCEE) provides links to ongoing professional learning opportunities for educators, administrators, parents, and community members. Links to upcoming and archived webinars and other programs are available. Topics on the "Distance Teaching and Learning" page are extensive and include material on strategies for distance learning, continuity, links to professional learning modules/lessons/units of study from the consortium of County offices, a rapid response "toolkit" for District planning and immediate needs, information on setting up virtual systems, special education, and community engagement.

Title: Ensuring Continuity of Learning and Operations
Link: https://ncela.ed.gov/new-ensuring-continuity-learning-and-operations/sub-page3
Summary: Examples of plans and resource materials on what districts and States are doing to continue learning for English Learners during school closures are provided by NCELA (National Clearinghouse for English Language Acquisition). There are links to more detailed distance learning plans from States and districts described on the webpage.

Title: Equity and Learning During Covid-19
Link: https://maec.org/covid-19/
Summary: With a focus on vulnerable populations during the pandemic, the Mid-Atlantic Equity Consortium (MAEC) has made available links to resources for educators and families including on-line conversations, webinars, a weekly newsletter, and updates to the website. There are resources, among many others, that address equity and access issues, how to address challenges in language learning for ELs, homelessness, students with special needs, and undocumented communities.

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Title: **GTL Center Insights on Covid-19**
Link: https://gtlcenter.org/covid-19
Summary: The Center on Great Teachers & Leaders at the American Institutes for Research is collecting and sharing on this website practical resources for educators, districts, and states on a wide range of topics including strategies for distance learning, considerations for students with disabilities, English Language Learners, early education, supporting well-being for teachers and students, and impacts of Covid-19 on policy for K-12.

Title: **Lead with Equity: What California's Leaders Must Do Next to Advance Student Learning during COVID-19**
Link: https://edpolicyinca.org/publications/lead-with-equity?utm_source=PACE+All&utm_campaign=4ad-0f25c9f-EMAIL_CAMPAIGN_2019_08_29_05_32_COPY_01&utm_medium=email&utm_term=0_9f1af6b121-4ad0f25c9f-581975282
Summary: PACE (Policy Analysis for California Education) provides access to a new policy brief with an infographic that outlines what state leaders can do to bolster equity and guarantee quality instruction for California's students in response to the Governor's announcement that most impacted counties would be required to teach remotely. The impact of lost learning will be most severe for low-income, Black, and Latinx students. With a focus on equity, this brief calls for strengthening expectations beyond minimal requirements and ensuring sufficient monitoring, support, and resources.

Title: **Providing Services to English Learners During the Covid-19 Outbreak (Fact Sheet)**
Link: https://www2.ed.gov/documents/coronavirus/covid-19-el-factsheet.pdf
Summary: This resource from the United States Department of Education/Office of Elementary and Secondary Education delineates States' and local educational agencies' obligations to ELs and their parents during school closures and transition to remote learning during the Covid-19 emergency. This Fact Sheet addresses issues regarding annual ELP assessments, instruction, placement, exit decisions, funding, and other services for ELs.

Title: **Rethink Education: How are Some States Turning the Challenge of Covid-19 into an Opportunity?**
Link: https://education-first.com/rethink-education-how-are-some-states-turning-the-challenge-of-covid-19-into-an-opportunity/
Summary: On their website, Education First shares their analysis and observations that grew out of work done by the organization in assisting nine states to develop their applications for the U.S. Department of Education's Rethink K-12 Education Models Discretionary Grant Program. The intent of the grant was to help states speed up plans to create a system for remote learning options designed to meet the needs of all constituents. A link to the entire publication, Opportunities in the Midst of Covid 19: Innovative Ways States are Using this Moment to Rethink Education, is available on the website.

Title: **School Leaders' Toolkit for Responding to COVID-19**
Link: https://us.corwin.com/en-us/nam/school-leaders'-on-line-toolkit
Summary: Corwin Publishing has brought together information for school leaders about communication with staff, families, and community, partnering with local businesses and organizations, and connecting with colleagues during the pandemic, among other topics. Formats include a blog, social media, daily virtual coffee breaks, and webinars.

Title: **Supporting Learning in the Covid-19 Context: Research to Guide Distance and Blended Instruction**
Link: https://edpolicyinca.org/publications/supporting-learning-covid-19-context?utm_source=PACE+All&utm_campaign=4ad0f25c9f-EMAIL_CAMPAIGN_2019_08_29_05_32_COPY_01&utm_medium=email&utm_term=0_9f1af6b121-4ad0f-25c9f-581975282
Summary: PACE (Policy Analysis for California Education) provides access to this new publication that includes a report, policy brief, infographic, and video that offer recommendations for educators and district leaders for implementation of quality distance and blended learning that prioritizes interaction/collaboration, feedback to students, and a focus on differentiated instruction of grade level content.

Title: **Strategic Resource Management in Response to COVID-19 Webinar Series**
Link: https://www.wested.org/wested-news/covid19-resource-reallocation-webinar-series/
Summary: WestEd has made available a webinar series that presents best practices for district leaders in response to the Covid-19 pandemic. Information and guidance about budget, use of funds from the CARES Act, leveraging education resources, funding flexibility, resource planning for students with disabilities, and mitigating the impact of Covid-19 for the most vulnerable students are provided.

Title: **Systematic Implementation of Equity Toolkit**
Link: https://www.hanoverresearch.com/reports-and-briefs/systemic-implementation-of-equity-toolkit/
Summary: Hanover Research has created a toolkit to support district leaders and equity committee members in prioritizing equity for all students as they plan for the upcoming academic year amid the Covid-19 pandemic. The report includes strategies for development a district-wide equity mindset, aligning decision making with equity goals, and tools/resources/guiding questions for implementation and integration of an equity mindset.