



Educating English Learner Students During the Pandemic: Remote and In-Person Instruction and Assessment

RECOMMENDATIONS AND RESOURCES FOR STATES AND DISTRICTS

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English learner students (EL students) comprise a highly diverse group who bring with them valuable cultural and linguistic assets. EL students benefit from specialized support that builds on these assets and provides them with the assistance they need to acquire second language proficiency and core content knowledge. This specialized support is required by law. Section 1703(f) of the Equal Educational Opportunities Act of 1974 requires state educational agencies (SEAs) and school districts to take action to overcome language barriers that keep EL students from participating equally in state and district educational programs (U.S. Department of Justice, 2020; *Castañeda v. Pickard*, 1981).

In May 2020, the U.S. Department of Education released a fact sheet reminding states of their obligation to support EL students during the COVID-19 pandemic even when learning is remote. If a district is providing remote learning for its students, it must pro-

vide language instruction services to EL students.¹ Remote learning services for EL students may be provided virtually, online, or via telephone.

In the spring of 2020, as schools shut down due to the pandemic, under the U.S. Department of Education's waivers annual English language proficiency (ELP) assessments were not required. To date, there is no similar waiver for the 2020–2021 school year. A U.S. Department of Education addendum to the fact sheet released in 2021 confirms that SEAs must administer an annual ELP assessment to all EL students for the 2020–2021 school year.

This brief first describes the impact of remote learning on EL students and their teachers during the pandemic and the potential and limitations of using digital learning resources (DLRs) to educate these students. It then turns to current legislation that authorizes funds for a variety of activities that could be used to sup-

¹In this document, the terms *remote learning* and *distance learning* are used interchangeably to mean the transmission of educational or instructional programming to geographically dispersed indi-

viduals and groups via telecommunications (ESEA, Section 8101(14)).

port EL students and their families when instruction is delivered remotely. The brief concludes with recommendations for states and districts to enhance instruction and assessment for EL students who have lost ground during the pandemic and provides information about current state policies and resources that support districts and schools in instructing and assessing EL students remotely.

Impact of Remote Learning on EL Students During the Pandemic

As schools reopened for the 2020–2021 school year, they looked very different than before the pandemic. In many districts, instruction had been delivered remotely or in combination with in-person instruction.

Although educators have worked to provide quality remote learning environments for students, these efforts have proven to be insufficient. As reported in the *New York Times* (Taylor, 2021), data indicate that in districts that began the 2020–2021 school year remotely, grades were significantly lower than the previous fall: in Houston, 42% of students received at least one F in the first grading period in the fall of 2021 compared with 26% in the fall of 2020; in St Paul, Minnesota, 32% of grades given in high school core courses were failing marks compared with 12% from the first quarter of the previous year; and in Fairfax County, Virginia, the percentage of middle and high school students who failed two or more classes in the first quarter increased 83% from the first quarter of the previous year.

Remote learning has been particularly challenging for EL students. According to the Migration Policy Institute, “Some of the school systems with the greatest number of enrolled EL students estimated that less than half of EL students were logging on to online instruction in the spring of 2020” (Sugarman & Lazarín, 2020). A U.S.

Government Accountability Office (2020) report attributed poor participation of EL students in online instruction to a lack of necessary technology, language barriers on the part of both students and their families, and the demands of meeting basic family needs.

An analysis of 79 California school districts’ COVID-19 written reports (Williams, 2020) found them lacking in how they addressed the needs of EL students during school closures: over half of the reports revealed little or no evidence that schools regularly delivered live instruction to students; 28% of reports offered no evidence of translated communications with families; and nearly 75% of reports made minimal or no reference to socioemotional supports.

A recent analysis of assessment data found evidence that remote learning has widened the gap between White students and students of color (Dorn et al., 2020). Specifically, assessment data collected in the fall of 2020 from 25 states indicated that students of color were about 3 to 5 months behind where they were expected to be in mathematics while White students were about 1 to 3 months behind. The picture for reading was more positive, with students, on average, starting school just a month and a half behind historical averages.

However, the same report found that the potential learning loss at the end of the 2020–2021 academic year might be much greater, especially in mathematics—with students of color behind 6 to 12 months compared with 4 to 8 months for White students. Data from local school districts collected more recently corroborate these findings. In Montgomery County, Maryland, for example, nearly 45% of EL students failed ninth-grade math in the first marking period of the 2020–2021 school year, when only 8% of EL students failed math in the same marking period in 2019–2020 (St. George, 2020).

Remote Learning: Potential, Barriers, and Gaps

Despite the challenge of schooling EL students remotely, district personnel have reported that some district staff, teachers, students, and parents have used it as an opportunity to provide and advance learning in innovative ways. According to a report prepared for the Council of Great City Schools (Uro et al., 2020), the breakdown of school walls has furthered collaboration between teachers and central office staff; augmented communication with students and families who speak another language; encouraged the use of new technology; decreased gaps in the use of technology by families; increased teacher professional development in the use of technology; provided experiential learning opportunities for students; and promoted independent learning. A second report prepared for Californians Together (Williams, 2020) provides links to best practices used in districts in California during school closures in the spring of 2020.

High-quality DLRs, whether used remotely or in person, can support learning for EL students. A recent report (U.S. Department of Education, 2019) and two toolkits associated with the report—the Educator Toolkit (U.S. Department of Education, 2018a) and the Developer Toolkit (U.S. Department of Education, 2018b) describe these supports:

- Visual supports range from simple images to sophisticated interactive displays. Examples include interactive graphics used in scientific experimentation and simulations; dynamic mathematics environments that allow students to interact directly with mathematical objects without the need for textual mediation; and social studies timelines and graphic displays that provide insights without the need for extensive text interpretation.

- Audio supports include text-to-speech and “read-aloud” supports. For many students, the combination of spoken and written words is particularly useful. In addition, technology can allow students to modify how quickly speech plays, allowing for students to play text at a speed comfortable to them. Audio can also provide spoken translation or help explain a vocabulary word or a phrase.
- Written supports include the ability for students to highlight, mark up, and annotate text. This can be used to scaffold understanding, as well as allow students to demonstrate what they know.
- Translation features include embedded functions that translate from one language to another.

DLRs can help ensure the availability of grade-level content for students at all reading levels; enhance opportunities for joint student work and discussion and teacher-student interactions; and support EL students with disabilities through assistive technology.

DLRs can also provide new opportunities for collaboration between teachers and district office staff. More information on such opportunities can be found in a recent publication prepared by the Council of Great City Schools (Uro et al., 2020).

While digital technologies have the potential for EL engagement and learning, barriers to their use with EL students need to be considered (U.S. Department of Education, 2019). The most common barriers reported by districts include lack of home access to DLRs; teachers’ level of expertise in instructing EL students; teachers’ level of technology skills; and a lack of knowledge of appropriate DLRs for EL students (U.S. Department of Education, 2019, p. 55). As barriers to DLR use, teachers most commonly reported time required to work with DLRs (e.g., to find, learn, and set up for DLRs); lack of

professional development on how to use specific DLRs; and lack of in-class support on using DLRs for instruction (U.S. Department of Education, 2019, p. 57).

Educators also identified gaps in the educational technology available to address the needs of EL students. Gaps were reported in “support for learning all academic content, not only English language acquisition; resources that reflect students’ different languages, cultures, and experiences; support for students in communicating and collaborating with their teachers and fellow students as active participants in learning activities; support in allowing parents to communicate with teachers to become more involved in their child’s education; and materials that fit the needs of older beginner EL students while providing grade-level content and design that is appropriate for them as middle and high school students” (U.S. Department of Education, 2018b).

Federal Resources for Supporting EL Students

Federal funds are available to help ensure that EL students attain proficiency in English and meet state academic standards. Some of these funds can be allocated for remote instruction.

Formula Grant Programs Under the Every Student Succeeds Act

The Title I and Title III State Formula Grant Programs under the Every Student Succeeds Act authorize funds that can be used to support students and families when learning is remote.²

States allocate most Title III funds to districts to support evidence-based language instruction educational programs and professional development. Funds can also be used to support supplemental staff; upgrade supplemental curricula and instruction materials; provide tutorials and academic or vocational education for EL children or intensified instruction; enhance community participation programs, family literacy services, and parent outreach; and evaluate English language development programs.

To support remote instruction, funds can be used to purchase educational software; to acquire or develop educational technology; to provide access to and participation in electronic networks; to cover materials, training, and communication; and to fund supplemental staff to enhance remote learning for EL students and promote community and family engagement to complement instruction provided by schools.

Even during remote learning, Title III and Title I funds must be used only to provide additional services, staff, programs, or materials that could not be provided by the SEA or local educational agency (LEA) absent federal funding (U.S. Department of Education, 2020a).

CARES Act

The Elementary and Secondary School Emergency Relief (ESSER) Fund was established as part of the Education Stabilization Fund in the CARES Act (U.S. Department of Education, 2020b). ESSER Fund awards to SEAs are offered in the same proportion that each state received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2019. A wide range of entities, including LEAs and organizations

² See U.S. Department of Education guidance on use of funds for remote learning: <https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance/englishlearners.html>. (Click on guidance and regulation information for specific guidance or use the link for

a broader range of information on EL students.) Another source is <https://www.ed.gov/coronavirus/program-information>.

serving students and families, may be a “sub-recipient” of funds from the SEA Reserve. SEAs award subgrants to LEAs to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation. The ESSER Fund does not contain a supplanting prohibition.

LEAs have considerable flexibility in determining how best to use ESSER funds (see Section 18003(d)). For example, LEAs may use ESSER funds for personal protective equipment, cleaning and sanitizing materials, and similar supplies necessary to maintain school operations during and after the COVID-19 pandemic. Since learning can and should continue during the pandemic, the department encourages LEAs to target ESSER funding for activities that will support remote learning for all students, especially disadvantaged or at-risk students, and their teachers. While EL students are not specifically mentioned, many EL students are at risk of falling behind in language proficiency and content-area knowledge during remote learning, and funds should be targeted to meet the specific learning needs of this population.

Coronavirus Response and Relief Supplemental Appropriations Act

In December 2020, Congress passed the Coronavirus Response and Relief Supplemental Appropriations Act, an \$892 billion COVID-19 relief package that includes education provisions; \$54.3 billion of this was targeted specifically to K–12 public education (Rules Committee, 2020).

The amount of funding allocated to each state and district is based on the relative amount of Title I funding the state or district receives. States are required to subgrant at least 90% of their funding to school districts, including charter schools that are considered school districts. Funds for states and districts can be used for a

wide range of activities, including conducting activities to address the needs of students from low-income families, children with disabilities, EL students, racial and ethnic minorities, students experiencing homelessness, and foster care youth; purchasing educational technology (including hardware, software, and connectivity as well as assistive technology or adaptive equipment); offering summer learning and supplemental after-school programs; providing mental health services; and addressing learning loss.

To receive funding, states must provide an “assurance” that they will contribute at least as much funding for K–12 and higher education in fiscal year 2022 as a proportion of the state’s overall spending (averaged over fiscal years 2017, 2018, and 2019). However, this requirement can be waived by the Secretary of Education for states that experience a “precipitous decline” in financial resources.

Recommendations for Language and Content-Area Instruction

To help ensure that, during remote instruction, states continue to meet federal requirements regarding the provision of appropriate language instruction services and support for EL students, the U.S. Department of Education (2020a) published a guidance brief. The recommendations made in the brief are intended for state and district leaders. Some of the recommendations, while valuable for all students, are essential for EL students because they are particularly vulnerable to falling behind if they do not receive sufficient high-quality support targeted to their strengths and to the challenges of learning in a second language. The Department of Education guidance brief recommends that if the LEAs’ remote platform does not provide EL supports typically provided to EL students during in-person instruction, groups of educa-

tors should work together to craft relevant tools and resources for these students. The brief also stipulates that LEAs are required to provide language accommodations for EL students for content classes held remotely.

Many EL students have fallen behind when schooling is remote or hybrid. When schooling resumes, these students will need additional support. As such, the recommendations that follow pertain to learning that is remote as well as to hybrid and in-person learning.

Establish District-Wide Plans and Policies That Consider EL Student Needs

District leaders should establish monitoring, oversight, and improvement plans and policies to ensure full and equitable access to instruction delivered remotely or in hybrid or in-person versions (Hough et al., 2020). High-quality district plans for learning should adhere to federal and state requirements related to use of funds, instructional programming, assessment, and communication with families; include goals, actions, and measures; involve key stakeholders (including community organizations and families) in plan development; require coordination across district departments to address learning gaps for EL students that have been created or exacerbated by remote learning; leverage research and best practices for remote learning and the return to in-person learning; and take into account the diversity of the EL student population.³ Plans should also specify methods to collect and analyze data and use data to monitor progress and implementation (Hopkins & Weddle, 2020).

State leaders should support districts in the development of their plans and in methods that can be used to collect, interpret, and use data collected in the 2019–2020 and 2020–2021 school

years to refine policies and programming for EL students (Sugarman & Lazarín, 2020).

Establish State and District-Level Expectations Related to Instruction in Remote and Hybrid Learning Contexts

State and district leaders should ensure that EL students continue to receive English language development services when learning is remote and that each student receives a minimum amount of interactive real-time instruction daily (Hough et al., 2020). Real-time or synchronous tasks should include some interaction with teachers. Tasks such as listening to lectures, watching videos, or working independently with no direction from or interaction with teachers, while sometimes useful instructional tools, should not be counted as part of the required time for synchronous interactive instruction.

Provide Educators with High-Quality Digital Learning Resources

State leaders should offer guidance related to resources and instruction for supporting EL students when learning is remote; design or support the development of EL-focused professional learning opportunities for teachers and staff; and identify and disseminate evidence-based approaches to support EL students' socioemotional well-being.

State leaders should also encourage developers to produce DLRs designed to support EL students and provide technical assistance to districts in the selection and use of DLRs that are appropriate for EL students (Hough et al., 2020).

District leaders should provide educators with resources that are evidence-based, standards-aligned, and tailored to support EL student learning. Resources should include DLRs that

³ EL students should not be placed back to previous language proficiency levels, but should be provided with the requisite

support to help them gain ground they lost during remote learning.

can be used for both remote and in-person instruction.

Curriculum developers should attend to recommendations from districts and teachers related to DLR content for EL students (U.S. Department of Education, 2019). Specifically, they should:

- Provide DLRs with grade-level academic content appropriate to meet the needs of older EL students and especially newcomer students in the middle and high school grades.
- Design DLR resources to include multiple languages of EL students, broadening the range of languages usually available.
- Provide a focus on language and literacy development for EL students that includes all four language domains: listening, speaking, reading, and writing.
- Structure the DLR so content is adaptive or individualized for EL students.
- Provide DLRs that promote active student collaboration in activities focused on academic content.

Provide Ongoing Professional Development and Support for Teacher Collaboration

State and district leaders should gather teacher input on the type of professional development and training needed to support EL students when learning is remote and when in-person learning resumes.

Teachers have requested specific types of professional development for DLR use with EL students, including planning instruction that uses DLRs effectively; learning about the range of DLRs available; planning for effective mixed use of DLRs; understanding criteria to be used in selecting DLRs; and managing instruction and learning as a facilitator (U.S. Department of Education, 2018b).

District leaders should provide dedicated time for content-area teachers and English as a second language teachers (and special education teachers and counselors if applicable) to collaborate to enhance content area and language learning and socioemotional well-being.

Arrange Additional Support to Accelerate Learning and Enhance Mental Health

District and school leaders should ensure that EL students who need additional support are provided with this support, with the amount of time increasing with student need (Hough et al., 2020). Additional support can be offered through individual and small group tutoring and counseling during regular school hours, after school, or in the summer. The support can be delivered remotely or in person.

A recent publication explores how tutoring might be scaled nationally to address COVID-19 learning loss through high school students tutoring elementary school students; college students tutoring middle school students; and college graduates tutoring high school students (Kraft & Falken, 2021). This tutoring could be delivered remotely or in person.

Promote Community and Family Engagement in Children's Learning

State and district leaders should allocate funds to families for broadband and equipment necessary for remote learning. This might be accomplished by purchasing educational technology and internet access for students, which may include assistive technology or adaptive equipment, that aids in regular and substantive educational interactions between students and their classroom instructor.

District and school leaders should also provide information related to school procedures, activities, and learning in a form and format comprehensible to families (Uro et al., 2020).

One way to accomplish this is through deploying dedicated family coordinators to communicate directly with families and coordinate communication between school personnel and families. The coordinators might also arrange support for families in how to access online platforms and support their children's learning.

Finally, district and school leaders might streamline methods for families to access and support remote learning. One example is having a single URL and password per child to access district resources and engage in remote learning and a single URL and password per adult family member that enables communication with school personnel across the district.

Other recommendations related to family and community engagement include creating or identifying resources to facilitate translation of COVID-related information materials and resources; providing resources that help families support remote learning; and providing opportunities for EL students and families to share feedback on school plans, procedures, and resources (Hopkins & Weddle, 2020).

Recommendations for Assessment

As a requirement of both civil rights law and the Elementary and Secondary Education Act, EL students' language proficiency must be assessed yearly and EL students must demonstrate English proficiency on a valid and reliable assessment before they can be reclassified as former EL students. Without these assessment data, schools lack information about EL progress, and reclassification will likely be delayed for many students.

As noted in the introduction, as schools shut down due to the pandemic in the spring of 2020, annual ELP assessments were not required under the U.S. Department of Education's waivers to all SEAs. A U.S. Department of

Education (2021) addendum to the fact sheet confirmed that SEAs must administer an annual ELP assessment to all EL students for the 2020–2021 school year.

Put in Place Provisional Procedures to Identify Students as English Learners

As with in-person EL identification, remote screening requires at least two steps: administering a home language survey to identify all students who speak a primary language other than English and using an ELP assessment process to identify the subset of students who require specialized language support to succeed in school.

As explained in the fact sheet (U.S. Department of Education, 2020a), relevant statutory requirements still apply for the 2020–2021 school year, including the requirement that all students who are from homes where a language other than English is spoken be assessed for EL status within 30 days of enrollment in a school in the state. However, an addendum to the fact sheet (U.S. Department of Education, 2021) states that an SEA may continue to implement its modified standardized statewide entrance procedures until its LEAs are able to administer their regular screener assessment.

The addendum also states that the SEA must treat students identified as English learners through these modified entrance procedures as EL students for all purposes—by including such students in their count of EL students for Title III subgrants to LEAs, providing appropriate language instruction services, and administering the annual ELP assessment.

Further, the SEA “must ensure statewide communication of, and maintain documentation of, any temporary changes to the entrance procedures.”

The EL fact sheet explains that when schools physically reopen, the LEA must complete full identification procedures to promptly ensure

proper identification and placement of new EL students.

While schools can remotely administer the home language survey to identify students who speak a language other than English, identifying the level of English proficiency of these students is more challenging. One approach is to conduct remote interviews with students to evaluate their levels of English proficiency. This process should be standardized as much as possible to avoid subjectivity on the part of the test administrators. The Council of Great City Schools (Uro et al., 2020) provides sample questionnaires across grade bands designed to provisionally identify students as EL students during school closures.

Another approach is to use standardized remote screening tools. Remote tools for screening have been developed by consortia such as WIDA,⁴ the state of California (California Department of Education, 2020a), as well as by assessment developers such as the Data Recognition Corporation.⁵

To support families during enrollment, screening, and placement, schools should use informational materials in a form and format comprehensible to families. They should also use familiar technology, provide families with the ability to submit forms online or in person, and offer in-person locations that are convenient and safe (Uro et al., 2020).

Monitor EL Students' Language Proficiency to Identify Appropriate Levels and Methods of Support

The addendum to the U.S. Department of Education fact sheet provides guidance related

to annual ELP testing of EL students. The addendum states that an SEA has the discretion under the Elementary and Secondary Education Act to administer the ELP assessment remotely or in person.

While the addendum reiterates the expectation that each SEA will administer its ELP assessment to all EL students for the 2020–2021 school year, there are no prescribed federal timelines for that annual assessment. Thus, an SEA may adjust its dates for administering the ELP assessment to address challenges due to the pandemic, e.g., by changing its testing window.

While the testing window for assessment can be adjusted, the department urges states to administer the ELP assessment as soon as safely possible to identify appropriate levels and methods of support for districts, teachers, and parents.

With regards to reclassifying EL students as English proficient, in the 2020–2021 school year, the department is allowing SEAs to base exit decisions solely on an ELP assessment. All SEAs must continue to require a score of proficient on the statewide ELP assessment to exit a student from EL status. However, SEAs are not required to use other (or additional) exit procedures stipulated in their state plans.

When schooling is remote and students cannot be formally assessed using standard procedures and measures, state leaders should provide districts with guidance for using available data sources to make data-based decisions about students' instructional placements and to monitor their progress in acquiring English language proficiency. Alternative data sources include historical ELP and achievement data,

⁴ WIDA Screener Online is an ELP assessment given to new students in grades 1 to 12 to help educators identify whether they are English language learners. It is available for free to WIDA Consortium members: <https://wida.wisc.edu/assess/screener/online>.

⁵ Data Recognition Corporation has developed a pre-test, post-test, and testing guidelines for remotely proctoring and testing EL students' proficiency in both English and Spanish. (See <https://laslinks.com/> for information about LAS Links, Las Links Español, pre-LAS Online, and pre-LAS Español assessments.)

formative assessment data, and structured observations by EL and content teachers.

State leaders should also provide guidance to address how the timing and results of these assessments might affect EL services and accountability models in multiple possible situations—when all schooling is remote, when some schooling is remote, and when all schooling is in person.

In some cases, it may be appropriate to provide fewer English language services to students who were previously close to reclassification and are succeeding academically, even if they cannot be formally reclassified. Failing to do so could prevent students from accessing the general curriculum, even when they are ready to do so without special language support. As with initial identification, once schools reopen, districts should conduct timely formal ELP assessments of students for the purposes of tracking student progress and reclassification.

Remote tools for monitoring EL students' language proficiency have been developed by some states and assessment developers. California is offering remote and in-person testing options for its annual English proficiency exam, the English Language Proficiency Assessment for California (California Department of Education, 2020b). The Data Recognition Corporation developed the LAS Links®, an integrated suite of English and Spanish language proficiency assessments and instructional tools for remotely proctoring and assessing EL students' proficiency (LAS Links, n.d.).

However, in September 2020, WIDA, which provides the ACCESS 2.0 assessments to 36 states and four U.S. territories, decided not to offer a remote option for its ELP assessment.⁶ The English Language Proficiency Assessment

for the 21st Century (ELPA 21) made the same decision. As such, many states plan to forge ahead with in-person testing, allowing for flexibility in the testing schedule by either delaying the start of testing or extending the period when students can complete the exam.

Provide Alternatives for Monitoring Progress of EL Students' Content-Area Knowledge

It is important for districts to continue to collect systemwide data on EL students' content area knowledge and use those data to adjust teaching and learning plans.

State leaders should point districts to a narrow set of high-quality assessment tools and provide districts with support in how to aggregate, analyze, and act on the data (Hough et al., 2020). Guidance should also be provided on testing accommodations for EL students when COVID-19 protocols are in place.

District leaders should employ diagnostic and formative assessment practices to evaluate students' learning loss and track their performance (Sugarman & Lazarín, 2020). Collaborations between general education teachers and EL/bilingual teachers in the development and administration of these assessments would ensure they are best designed to monitor EL progress in content areas. Student reflections and self-assessment might also be used to assess student progress (Hopkins & Weddle, 2020).

Measure and Report Data on Student Well-Being

State and district leaders should also support efforts to measure and report data disaggregated by EL status on students' emotional and social well-being (Hough et al., 2020). Data on student engagement, school climate, and family

⁶ Altogether, the consortium tests 2.1 million students annually, slightly more than 40% of the nation's EL enrollment. WIDA decided not to offer a remote option because of concerns about the

validity of a take-home test and students' access to technology and the internet.

involvement can serve as indicators of student well-being.

Data on student attendance and participation can also index student well-being and should be collected, including the percentage of students who have been contacted and with whom there has been no contact, the percentage of families without electronic devices and/or internet access, and the percentage of students absent from or not participating in online classes and assignments (Hopkins & Weddle, 2020).

State-Level Policies and Practices Related to Remote Instruction and Assessment

To support states and districts in implementing policies and practices that benefit EL students during remote learning, this report also documents practices and policies across the 50 states that were in place as of December 2020 to support remote learning and assessment. Appendix B reports on these practices and policies, updating information presented in several previous reports that have tracked SEA policies and practices related to remote instruction and assessment for EL students.⁷ For each state, there are brief descriptions of policies and practices and links to SEA guidance, resources, and information.

In general, state guidance focuses on federal and state legal requirements and policies related to remote instruction and assessment for EL students; resources and methods for instructing EL students remotely; EL provisional assessments for identification and placement

procedures; and EL parent and community engagement.

Examples of resources include best practices for family engagement during remote learning and suggestions for engaging and connecting with families (Oklahoma); guidance on selecting appropriate educational technology and maximizing use of the embedded supports for EL students (Rhode Island); lists of supports and accommodations (sensory, graphic, interactive) that can be used during online teaching to support EL students (South Carolina); and suggestions for distance learning and design of remote instruction (Virginia).

Conclusion

This report reviews policies and practices related to learning and assessment for EL students during the pandemic and provides recommendations for states and districts to support EL students when learning is remote, hybrid, or in person.

While remote instruction was used during school closures, it continues to be relevant as schools begin to open in the 2020–2021 and 2021–2022 school years. Remote instruction can be used to supplement in-person instruction during after-school hours or during the summer. Remote instruction also provides more opportunities for families to be enlisted and supported in helping their children learn.

If used properly, remote instruction can help close the achievement gap that has widened as a consequence of school closures (Dorn et al., 2020, Kraft & Falken, 2021).

⁷ Three previous reports have tracked SEA policies and practices related to remote instruction and assessment for EL students. One was published by the National Center for Systemic Improvement at WestEd. It presents state-by-state listings of COVID-19 education and special education resources for school reopening plans, summer plans/extended services, and continuity of learning plans. The second was prepared by Amaya Garcia for New

America. It examines K–12 school reopening plans from all 60 states and DC across 12 categories specific to EL students, including identification, reclassification, assessment, instruction, communication with families, and more. It also identifies EL-specific resources on state education agency websites. The third was prepared by the Migration Policy Institute.

As noted in this report, digital platforms and curriculum have great potential to benefit EL students and their families when instruction is remote or in person. Visual and audio supports integrated into digital curriculum make instruction more accessible to EL students. Digital resources can more easily be individualized to meet the needs of this diverse group of students. Further, digital resources used remotely provide more flexibility in terms of scheduling and more accessibility for those without transportation.

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- U.S. Department of Education. (2019). *Supporting English learners through technology: What districts and teachers say about digital learning resources for English learners. Volume I: Final Report*. <https://www2.ed.gov/rschstat/eval/title-iii/180414.pdf>
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- U.S. Department of Education. (2020b). *Frequently asked questions about the Elementary and Secondary School Emergency Relief Fund (ESSER Fund)*. <https://oese.ed.gov/files/2020/05/ESSER-Fund-Frequently-Asked-Questions.pdf>
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- Williams, W. (2020). *School closure and English learners: A review of COVID-19 operations written reports*. Californians Together.

Appendix A: Recommended Reading

Chu, H. (2020). *Supporting adolescent English learners in distance learning. What can school and district leaders do?* WestEd.

- Focused on the role of school and district leaders, this policy brief articulates concrete actions that teachers, leaders, parents, and policymakers can undertake to ensure that adolescent EL students develop substantive and generative knowledge and skills in distance learning environments.

Garcia, A. (2020). *New resource: State school reopening plans and English learners.* <https://www.newamerica.org/education-policy/edcentral/new-resource-state-school-reopening-plans-and-english-learners/>

- This blog examines K–12 school reopening plans from all 50 states and DC across 12 categories specific to EL students, including identification, reclassification, assessment, instruction, communication with families, and more. It also identifies EL-specific resources on SEA websites.

Hopkins, M., & Weddle, H. (2020). *Restart and recovery: Access and equity for English learner students and families during COVID-19: Recommendations for state leaders.* Council of Chief State School Officers. https://ccsso.org/sites/default/files/2020-10/CCSSO_Restart_%26_Recovery_Access_and_Equity_for_English_Learner_v3.pdf

- This document provides recommendations for SEA leaders as they develop, revise, and refine statewide COVID-related guidance to prioritize equity for EL students and families. It is based on the analysis of more than 150 state guidance documents published through July 2020, including remote learning and school reopening guidance, as well as any guidance specific to EL students.

Hough, H., O'Day, J., Hahnel, C., Ramanathan, A., Edley, C. J., & Echaveste, M. (2020). *Lead with equity: What California's leaders must do next to advance student learning during COVID-19.* Policy Analysis for California Education. <https://edpolicyinca.org/publications/lead-with-equity>

- This policy brief provides recommendations to policymakers on the appropriate state role in supporting teaching and learning as the pandemic continues.

John Hopkins University. (2020). *Policy tracker: School reopening plans.* <https://equityschoolplus.jhu.edu/reopening-policy-tracker/>

- This tracker summarizes how different districts are responding to school closures, focusing on continuity of learning, health, food security, supervision, and housing safety.

Kraft, M. A., & Falken, G. (2021). *A blueprint for scaling tutoring across public schools* (EdWorkingPaper 21-335). Annenberg Institute at Brown University. <https://doi.org/10.26300/dkjh-s987>

- In this working paper, the authors explore how tutoring could be scaled nationally to address COVID-19 learning loss and become a permanent feature of the U.S. public education system.

National Center for Systemic Improvement. (2020). *State by state links to COVID-19 guidance and plans.* WestEd. <https://publish.smartsheet.com/ca16025db8ec4fb2b34297f3b449bad4>

- This chart provides access to a state-by-state listing of COVID-19 education and special education resources, school reopening

plans, summer plans/extended services, and continuity of learning plans.

Sugarman, J., & Lazarín, M. (2020). *Educating English learners during the COVID-19 pandemic: Policy ideas for states and school districts*. Migration Policy Institute. <https://www.migrationpolicy.org/research/english-learners-covid-19-pandemic-policy-ideas>

- This brief provides policy ideas for states and districts to ensure that EL students and immigrant-background students receive adequate support during remote learning.

U.S. Department of Education. (2016). *Non-regulatory guidance: English learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)*. <https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiienglishlearners92016.pdf>

- This guidance document provides states and LEAs with information to assist them in meeting their obligations under Title III of ESEA, as amended by ESSA.

U.S. Department of Education, Office of Educational Technology. (2017). *Dear colleague letter: Federal funding for technology*. <https://tech.ed.gov/files/2017/01/2017.1.18-Tech-Federal-Funds-Final-V4.pdf>

- This document provides examples of how funds under Titles I and IV of the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act may support the use of technology to improve instruction and student outcomes.

U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. (2019). *Supporting English learners through technology: What districts and teachers say about digital learning resources for English learners. Volume*

I: Final report. <https://www2.ed.gov/rschstat/eval/title-iii/180414.pdf>

- This national study examines how districts and teachers identified DLRs, how teachers used DLRs, supports for and barriers to DLR use, and suggestions for improving the usefulness of DLRs in instruction of EL students.

U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. (2018). *National study of English learners and digital learning resources. Developer toolkit: Creating educational technology for English learners*. <https://tech.ed.gov/edtech-english-learner-toolkits/developers/>

- This toolkit provides guidance for educational technology developers on the needs of EL students and their educators and the types of professional development and training activities that educators find most valuable.

U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. (2018). *National study of English learners and digital learning resources. Educator toolkit: Using educational technology—21st century supports for English learners*. <https://tech.ed.gov/edtech-english-learner-toolkits/educators/>

- This toolkit, based on the first national study of how educators use educational technology instructing EL students, offers guidance for educators in exploring new ways of working with and supporting EL students through technology.

U.S. Department of Education, Office of Educational Technology. (2017). *Reimagining the role of technology in education: 2017 national education technology plan update*. <https://tech.ed.gov/files/2017/01/NETP17.pdf>

- This policy document provides examples aligned to the Activities to Support the Effective Use of Technology (Title IV A) of ESSA to improve equity and opportunity for all students.

U.S. Department of Education, Office of English Language Acquisition. (2019). *Technology use with English learners*. https://www.ncela.ed.gov/files/fast_facts/Del4.4_TechnologyUseWith_ELs_122319_508.pdf

- This fact sheet reports data and information from the U.S. Department of Education national study of English learners and digital learning resources, *Supporting English Learners Through Technology* (2019) and *Educator Toolkit* (2018).

U.S. Department of Education. (2019). *Supplement not supplant under Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act*. <https://www2.ed.gov/policy/elsec/leg/essa/snsfinalguidance06192019.pdf>

- This document provides nonregulatory guidance to help states and school districts understand both the intent of and ways to comply with the supplement not supplant requirement under Title I.

U.S. Department of Education. (2020). *Providing equitable services to students and teachers in non-public schools under the CARES Act programs*. <https://oese.ed.gov/files/2020/10/Providing-Equitable-Services-under-the-CARES-Act-Programs-Update-10-9-2020.pdf>

- This document provides information about equitable services for students and teachers in nonpublic schools under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act).

U.S. Department of Education, Office of Civil Rights. (2020). *Questions and answers for K–12 public schools in the current COVID-19 environment*. <https://www2.ed.gov/about/offices/list/ocr/docs/qa-covid-20200928.pdf>

- This technical assistance document assists elementary and secondary schools with meeting their obligations under the federal civil rights laws enforced by the Office of Civil Rights.

U.S. Department of Education, Office of Elementary and Secondary Education. (2020). *Elementary and secondary school emergency relief fund*. <https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/>

- This fund provides LEAs, including charter schools that are LEAs, with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation.

U.S. Department of Education, Office of Elementary and Secondary Education. (2020, May 18). *Providing services during the COVID-19 outbreak*. <https://www2.ed.gov/documents/coronavirus/covid-19-el-factsheet.pdf>

- This fact sheet outlines states' responsibilities to EL students and their parents during the extended school closures and, in some cases, the move to remote learning due to the national emergency caused by the COVID-19 outbreak.

U.S. Department of Education. (2021, January 18). *Fact sheet: Providing services to English learners during the COVID-19 outbreak. Addendum*. <https://oese.ed.gov/files/2021/01/English-Learner-Fact-Sheet-Addendum-01-18-2021.pdf>

- This addendum to the U.S. Department of Education fact sheet outlines SEAs'

responsibilities regarding select topics related to EL students during the national emergency caused by COVID-19 in the 2020–2021 school year.

U.S. Government Accountability Office. (2020). *Distance learning: Challenges providing services to K–12 English learners and students with disabilities during COVID-19*. <https://www.gao.gov/assets/720/710779.pdf>

- This report examines what is known about the challenges of and lessons learned from teaching EL students and students with disabilities during COVID-19–related school closures in the spring of the 2019–2020 school year.

Uro, G., Lai, D. Alsace, T., & Cororan, A. (2020). *Supporting English learners in the COVID-19 crisis*. Council of Great City Schools. https://www.cgcs.org/cms/lib/DC00001581/Centricity/domain/35/publication%20docs/CGCS_ELL%20and%20COVID_web_v2.pdf

- This guide presents lessons that districts have learned while working to support EL learners and immigrant communities during school closures, as well as EL-specific guidance for districts to consider as they plan for the 2020–2021 school year.

Walqui, A. (2020). *Supporting adolescent English learners in distance learning. What can teachers do?* WestEd. https://49569fbf-1580-4bc8-903a-f71c63ab8a16.filesusr.com/ugd/5784a1_776cd1e4410044ba8ea4a4675baa9afc.pdf

- Focused on the role of teachers, this policy brief articulates concrete actions that teachers, leaders, parents, and policymakers can undertake to ensure that adolescent EL students develop substantive and generative knowledge and skills in distance learning environments.

Williams, C. (2020). *School closure and English learners. A review of COVID-19 operations written reports*. Californians Together. <https://spptap.org/wp-content/uploads/2020/10/2020.09.01-School-Closure-and-English-Learners-Californians-Together.pdf>

- This document reports findings from a review of 79 California school districts' COVID-19 operations written reports that were analyzed to determine how well the district plans addressed the needs of EL students.

Appendix B: State-Level Policies and Resources Related to Remote Instruction and Assessment for English Learner Students

This list includes guidance, resources, and information from state education agencies (SEAs) and regional educational service centers that support educators, students, and families of English learner (EL) students during coronavirus-related school closures in the 2020–2021 school year. Guidance focuses on EL programs, EL instruction, EL provisional assessments for identification and placement procedures, and EL parent and community engagement during distance, remote, and hybrid learning. The links include strategies to help educators provide synchronous, asynchronous, and in-person content and language instruction for EL students; keep EL students engaged while learning remotely, in person, or in hybrid models; and promote two-way communication and engagement with EL families. Some states provide guidance for EL students as well as multilingual learners and their families. The resources are periodically updated by states.

State	Date ⁸	Description
Alabama	Aug	<u>Remote Learning for English Learners</u> : Ideas for remote learning, grading, and connecting with families.
Alaska	Apr	<u>Teaching and Learning Support</u> (scroll down to AK Edu Resources Matrix and enter ELL into content area box): Resources for remote instruction.
Arizona	Oct	<u>COVID-19: Guidance to the Field</u> : Guidance from the Office of English Language Acquisition Services related to assessment and instruction when learning is remote.
Arkansas	Apr	<u>AR English for Speakers of Other Languages (ESOL) AMI Supports for Schools</u> : Table of resources for schools and teachers that includes COVID-19 resources.
Arkansas	Apr	<u>Resources for Parents: COVID-19 Support</u> : Resources for parents to support home learning.
California	Dec	<u>COVID-19 English Learner Resources</u> : Resources, models, webinars, newsletters, and guidance regarding EL, immigrant, newcomer, and migratory students during distance learning and the transition to schools reopening during the COVID-19 outbreak.
Colorado	Sep	<u>Remote Learning Resources</u> (go to Browse Resources for Learning at Home/English Language Learners): Online resources for EL students PK–12 by grade span.
Connecticut		<u>2020–2021 School Year Guidance</u> (scroll to Multilingual Learners): Links to COVID-19 guidance related to Seal of Biliteracy, extension of transitional bilingual services, federal policies for serving EL students, high-quality distance learning, resources for EL students, FAQ for meeting the needs of EL students in an online environment, tools and resources for EL students, and resources for teachers of world languages.
Delaware	Apr	<u>Delaware Department of Education: COVID-19 English Learner Guidance</u> : Guidance to support Delaware districts/charters in meeting the needs of EL students during the COVID-19 school closures in the areas of identification of EL students, monitoring EL students, exiting (reclassifying) EL students, forms and parent notifications, Title III funds, services for EL students during remote learning, and parent/family engagement.

⁸ Month of publication/last update in 2020 as of December 2020.

State	Date ⁸	Description
District of Columbia	Oct	Eleven Actionable Strategies for ELAs to Support English Learners' Success During the 2020–21 School Year : A guide with asset-driven strategies and resources associated with each strategy to use during the COVID-19 pandemic.
Florida	Sep	Best Practices for Distance Learning (see Considerations for English Language Learners section): Lists of resources by grade level specific to EL students that can be used during remote learning.
Georgia	Sep	English to Speakers of Other Languages (ESOL) : WIDA remote screener guidance and, in Continuity of Language Learning Resources section, some online language learning resources.
Hawaii	Dec	Continuity of Learning: Ensuring Equity for Hawaii's English Learners : Resources section with links to a March 30, 2020, memo on programming and timelines for EL students during school closures; continuity of learning and EL translation and instructional resources matrix; EL distance learning guidance; and EL school closures FAQ.
Idaho	Aug	English Language Support Services Identification Procedure for Use During Extended School Closures : Guidance during extended periods of school closures on how LEAs may enroll a student into a language instruction educational program prior to being formally screened on site.
Illinois	Mar	Remote Learning Recommendations During COVID-19 Emergency (Multilingual Education section starting on p. 21): Discusses appropriate activities for remote learning, family involvement, and guidance on grading and goal setting. Has a strong focus on oracy development—both in English and native language.
Illinois	May	English Learners and English Learner Services During Remote Learning FAQ : Provides guidance on use of Title III funds during the pandemic, identification/assessment/placement, provisional ESL/ bilingual endorsements, parent involvement, virtual instruction, and Seal of Biliteracy.
Illinois	Nov	Multilingual Department Newsletters FY 2020–2021 : All newsletters offer online training. The July 28th newsletter links to online resources (p. 4); the September 1st issue has initial identification procedures (in person, remote) and online resources for EL teachers during the pandemic; and the November 1st issue offers assessment guidance for the state ELP test and online professional development for remote learning.
Indiana	Aug	IN-Class: English Learner Considerations : Reminder that English language development must continue during remote learning. Information on parent communication, particularly for understanding the purpose and use of new technologies/software.
Indiana	Aug	Remote Learning Resources—English Learners : A listing of online resources for teachers of EL students.
Iowa	Sep	Providing Services to ELs During the COVID-19 Outbreak : Provides guidance on identification, accommodations, and exiting procedures during the pandemic, required provision of English language development services, and the allowable uses of Title III funding.
Iowa	June	Home Language Survey Follow-Up Interview for Provisional Identification of English Learners : Provides guidance for provisional identification of EL students, suggests supports based on level identified, and has actual provisional follow-up interview questions for EL identification and scoring parameters.
Iowa	June	Parental Notification: English Learner Program Provisional Identification and Placement Notice During School Closures Due to COVID-19 (download Word document from webpage): Letter to parents regarding provisional placement in EL program.

State	Date ⁸	Description
Kansas	Mar	Continuous Learning Task Force Guidance (ESOL starting on p. 38): Information on family outreach (p. 14) and suggestions for resources for teachers.
Kentucky	Aug	Frequently Asked Questions About English Learner Programs at Reopening : Guidance for temporary EL identification procedures and modifications of instructional methods.
Louisiana	Sep	Guidance to Support English Learners (ELs) : Provides information on preparation and delivery of supportive EL instruction during the pandemic for districts/teachers, as well as instructional modifications and accommodations for EL students that can be used for in-person and remote learning.
Maine	Aug	Administrative Letter: Updated Remote Learning English Learner Identification Procedures : Outlines procedures for identification and annual English proficiency testing of EL students for in-person and remote teaching.
Maine	Dec	English Learner Resources: Remote Learning Resources (scroll down to Remote Learning Resources): Lists the following resources and links: U.S. Department of Education Factsheet: Providing Services to English Learners During the COVID-19 Outbreak ; Free Online Resources for Students Who Are ELs ; Maine Department of Education English Learner Identification Procedures During Periods of Extended Remote Learning Due to COVID-19 ; and the WIDA Distance Teaching and Learning .
Maryland	June	Maryland's Recovery Plan for Education—COVID-19 Response and the Path Forward (English Learners section): Lists some strategies for English language development and family outreach during the pandemic.
Massachusetts	Sep	Coronavirus/COVID-19 Resources for English Learners : A large compendium of documents with a focus on identification and placement of EL students; providing services to EL students with disabilities; and remote learning resources (instructional strategies and teacher collaboration).
Massachusetts	June	Remote Learning Guidance for Families of English Learners : Provides information for parents on how teachers support students during the pandemic, offers suggestions for parents on how they can support their children, and lists resources available for families.
Michigan	Dec	Online Instructional Resources—Meeting the Needs of English Learners : Provides links to outside resources for meeting challenges of remote learning for EL students, as well as for parent communication and translation services.
Michigan	Aug	Temporary Guidance for Identifying Potential English Learners During Remote Learning (must click on link in letter to get to actual temporary procedures): Describes use of home language survey and family interview to make temporary EL placement.
Minnesota	Sep	2020–21 Guidance for Identifying Multilingual Learners for English Language Development During COVID-19 : Describes regular and provisional methods of identification/placement of EL students.
Minnesota	Dec	Student Instruction COVID-19 Resources (Multilingual Learners section): Provides a series of online documents outlining district/school legal obligations to EL students during the pandemic, identification/placement issues during the pandemic, FAQs, and online resources for teachers for working with EL students and communicating with families.
Minnesota	Dec	Using the 2020–21 School Year Planning Guide to Support Multilingual Learners and Their Families : Information on changes to the state Department of Education Planning Guide for 2020–21, including an FAQ on conducting English proficiency screenings during the pandemic.

State	Date ⁸	Description
Mississippi	Apr	<u>Guidance on Extended Distance Learning for English Learners</u> : Offers recommendations for documenting provision of EL services during the pandemic, lists technology-based and screen-free distance activities, and discusses general strategies for working with EL students remotely, with online best practice strategies.
Missouri	Dec	<u>Supports for Remote Teaching and Learning</u> : A brief list of online resources for teachers of EL students.
Missouri	July	<u>Provisional Identification and Placement Procedures for Missouri English Learners—Grades K–12: Procedures for provisionally screening/identifying EL students during the pandemic</u> .
Montana	Aug	<u>Provisional English Learner Identification Procedure During Periods of Remote Learning in Grades K-12</u> : Procedures for provisional screening/identification/placement of EL students during the pandemic.
Nebraska		<u>Coronavirus FAQ (English Learners section)</u> : FAQs on identification and provision of service during the pandemic.
Nevada	June	<u>COVID-19 EL Guidance</u> : Discusses responsibilities of LEAs to provide services to EL students during remote learning and provides links to additional information and resources related to remote learning.
Nevada	June	<u>COVID-19 and English Learners Provisional Identification Amendment</u> : Procedures for provisional screening/identification/placement of EL students during the pandemic.
Nevada	Apr	<u>CCSSO Resources for the Education of English Language Learners</u> : Links to outside resources (other SEA EL website, outside agencies) for information on serving EL students during the pandemic.
Nevada	Apr	<u>Nevada EL Instructional Resources K–5</u> : Listing of online resources for teachers of EL students.
Nevada	June	<u>Nevada EL Instructional Resources 6–12</u> : Listing of online resources for teachers of EL students.
Nevada	June	<u>Recursos para familias (Español)</u> : Online resources for parents including information on COVID-19, learning at home, ideas for engaging children, and ideas for talking to children about COVID-19.
New Hampshire	Aug	<u>Provisional Guidance for Remote Screening of ELs</u> : Procedures for provisional screening/identification/placement of EL students during the pandemic.
New Hampshire	Apr	<u>Guidance on Remote Learning for New Hampshire’s English Learners</u> : Procedures for working with EL students, family communication, and teacher collaboration during remote learning and a list of remote learning resources for teachers and schools.
New Jersey	Dec	<u>Guiding the Education Community Through the COVID-19 Pandemic—English Language Learners</u> : Link to online resources for teachers and parents.
New Mexico	June	<u>New Mexico Public Education Department Reentry Guidance</u> (English Learners, p. 20): Issues to consider for school opening under remote, hybrid, and in-person learning.
New York	May	<u>English Language Learners/Multilingual Learners (ELL/MLLs) Guidance in Response to COVID-19</u> : Links to FAQs on provision of EL services during the pandemic, to online resources for working with EL students, and to the U.S. Department of Education fact sheet for providing services to EL students during the pandemic.

State	Date ⁸	Description
New York	May	English Language Learner Resource Collection : Links to online general and EL-specific resources for teachers for remote learning.
New York	May	Resource Collection for World Languages : Links to online teaching of foreign language resources.
North Carolina	Aug	NCDPI Guidance for Provisional English Learner Identification During Periods of Blended and Remote Instruction Grades K-12 : Links to procedures for provisional screening/identification of EL students during the pandemic.
North Carolina	Dec	EL Support Team Offerings During Remote Learning : Online recorded webinars on teaching, promoting academic discourse and tech-savvy instruction during remote learning.
North Carolina	Dec	NCDPI ESL/Title III Update Monthly Newsletters : Numerous articles of interest to EL teachers, some of which directly relate to teaching during the pandemic.
North Dakota	Aug	District Distance Learning Plan (English Learner Considerations section): A listing of requirements by the state Department of Education for identifying EL students and scaffolding and adapting instruction for the online format.
North Dakota	Aug	Fargo Public Schools and EL ZOOM Distance Learning : A listing from Fargo Public Schools on high school EL classes they opened to other districts in the state (on a space-available basis).
Ohio	Dec	Remote or Blended Learning Strategies for Providing English Language Development and Supports : Discusses the importance of remote teacher collaboration and the sharing of resources (reference material, lesson plans, professional development); offers suggestions for online instruction, ideas for communication with EL families during the pandemic, and ways to meet the needs of EL students with disabilities; offers links to outside resources, including translation.
Ohio	Dec	Parent and Caregiver Resources During the School-Building Closure Period (English Learners section): Links to online activities and resources for families.
Oklahoma	Aug	Return to Learn English Learner Guidance 2020–21 School Year : Covers provisional screening/identification and reclassification procedures; discusses best practices for remote, hybrid, and in-person learning; discusses parent communication and engagement and EL teacher professional development.
Oklahoma	Apr	Oklahoma State Department of Education English Learner Distance Learning Toolkit : Includes FAQs for the 2019–20 school year; provides guidance for distance learning; lists online learning systems and additional resources for teachers for effective distance learning.
Oklahoma	Apr	Oklahoma State Department of Education English Learner Distance Identification Guidance : Procedures for provisional screening/identification/placement of EL students during the pandemic.
Oklahoma	Apr	Oklahoma State Department of Education Family Supports for English Learners : Discusses what remote learning is and the parents' role, including how parents can support children (establishing routines, learning environment, creating experiences, questioning and modeling techniques). Has links to useful resources for parents.
Oklahoma	Apr	Oklahoma State Department of Education Continuous Learning Resources for ELs (under heading Continuous Learning Resources for ELs): FAQs on EL distance learning and best practices, provisional EL identification procedures, family supports for EL students, technology supports for EL students.

State	Date ⁸	Description
Oregon	June	<u>Supporting Emergent Bilingual Students with Distance Learning</u> : Discusses the importance of communication with EL families during crisis, using EL students' home language as a resource, identifying the unique needs of immigrant communities during the pandemic, and meeting individual EL learning needs.
Oregon	June	<u>Comprehensive Distance Learning</u> (Recommendations for Supporting Emergent Bilinguals section): 2020–21 guidance and resources for school leaders and educators.
Oregon	June	Educator Resources: Distance Learning for All (<u>PreK, K–2, 3–5, 6–8, 9–12</u>) (English Language Development/Emerging Bilingual Students section): Online resources available for educators organized by grade level.
Oregon	June	<u>Ensuring Equity and Access—Companion Guidance to <i>Ready School, Safe Learners and Comprehensive Distance Learning</i></u> (see Title III Emergent Bilinguals—Language Instruction section): A series of documents, including translations of Distance Learning for All (above) into Spanish, Chinese, Arabic, Russian, Vietnamese; mental health resources for non-English speakers; home learning parent guide (Spanish); distance learning sample schedules (Spanish); provisional EL screening procedures; and talking points for use with parents.
Pennsylvania	May	<u>Provisional K-12 English Learner Identification Procedure During Periods of Extended School Closure</u> : Procedures for provisional screening/identification/placement of EL students during the pandemic, containing actual provisional assessment for district/school use and scoring rubrics.
Pennsylvania	May	<u>Supports for Families</u> : Information on online translations and other resources for parents; procedure to set up virtual meetings with PATTAN (Pennsylvania Training & Technical Assistance Network).
Pennsylvania	May	<u>Supports for Students</u> : Links to online resources for students.
Pennsylvania	May	<u>Supports for Educators</u> : Information on online translations, webinars, podcasts, other resources for teachers; procedure to set up virtual meeting with PATTAN (Pennsylvania Training & Technical Assistance Network).
Pennsylvania	May	<u>Providing Evidence-Based Practices for Newcomer ELs in Distance Learning</u> : A series of links and suggestions for meeting socioemotional needs of newcomers, communicating with newcomer families, and engaging newcomer students.
Rhode Island	Aug	<u>Back to School RI: Multilingual Learner/English Learner Guidance SY 20–21</u> : Provides before-school opening and post-school opening best practices for EL students for administrators and teachers in the areas of parent communication, collaboration, instruction, and use of digital resources.
Rhode Island	Aug	<u>MLL/EL Back-to-School and COVID-19 Resources</u> : Guidance on selecting appropriate educational technology and maximizing use of the supports embedded in the technology.
Rhode Island	Aug	<u>List of COVID-19 MLL/EL Resources</u> : List and description of resources to differentiate/supplement core instruction for EL students, target specific needs of EL students, and support school/district-wide EL efforts.
South Carolina	Mar	<u>Services to Newly Enrolled English Learners During COVID-19 Pandemic</u> : Procedures for provisional screening/identification/placement of EL students during the pandemic.

State	Date ⁸	Description
South Carolina	Mar	<u>Delivering Effective Digital Instruction</u> : Suggestions to assist teachers in providing e-learning support to students across the state. Geared for all students; EL students are mentioned specifically on p. 8.
South Carolina	Dec	<u>Support for Remote Learners: English Learner Resources</u> : A listing of supports and accommodations (sensory, graphic, interactive) that can be used during online teaching to support EL students; suggested support usage based on English proficiency level.
South Dakota	Aug	<u>Starting Well 2020: Addressing the Needs of English Learners</u> : Discusses many aspects of school reopening, including screening/identification of new EL students; parental engagement and communication; how distance learning should be conducted (consistency, platform, instructional delivery and design, scheduling, grading); considerations for EL students during synchronous/asynchronous lessons; English language development; and teacher collaboration.
Tennessee	Aug	<u>School Reopening Toolkit: Special Populations (English Learner section, p. 31)</u> : Pre-school opening procedures for examining student data; school/classroom supports for EL students and teachers; documentation of provisional identification of EL students during the pandemic; considerations for EL students with disabilities.
Tennessee	May	<u>COVID-19 and English Learner and Immigrant Students</u> : FAQs regarding identification of and provision of services to EL students during the pandemic and use of Title III funds.
Texas	Nov	<u>SY 20–21 English Learner Guidance</u> : Information on EL services (staffing and EL teacher certification requirements including waivers), EL identification, placement and reclassification procedures.
Texas	Aug	<u>SY 20–21 EL Program Implementation Guidance</u> : Discusses program model design (continuity, consistency), staffing and professional development, instructional design (lesson planning, curriculum, methods and resources), and family communication and engagement. Contains embedded resources that can be used during remote/hybrid/in-person learning. Also has essential practices for instructors (professional development, collaboration, progress monitoring, targeted planning). Contains a sheltered instruction table with concepts and how each might look in a virtual classroom. Offers links to LEAs with already developed, quality online resources.
Utah	Oct	<u>Supporting Students Learning English in Times of Crisis</u> : Links to outside resources centered on family communication and engagement, the social/emotional well-being of students, and online teaching.
Vermont	Apr	<u>Continuity of Learning Plan Reference Guide (Essential Element #7, p. 4)</u> : Questions and resources regarding collaboration between classroom/EL teachers, using professional learning communities and a multi-tiered system of supports to support students, and ensuring consistency in instruction and curriculum.
Virginia	Dec	<u>English Learner–COVID-19 Outbreak and Distance Learning Related Resources</u> (click on first link under COVID-19 Outbreak and Distance Learning Related Resources, “Designing Remote Learning for English Learners”): Suggestions for effective distance learning; considerations for working with EL students and families; guiding questions to ask before selecting technology tools for classroom use.
Virginia	Dec	<u>Social Emotional Wellness Considerations for English Learners</u> : Procedures and tips for supporting EL students and their families emotionally during the COVID crisis. Links to resources for teachers to help families deal with health and trauma issues during crisis.

State	Date ⁸	Description
Virginia		<u>Resources for Teaching ELs Online</u> : A series of links to additional resources including distance instruction, COVID information in multiple languages, communication/translation tools, content courses, educational games/activities for EL students, language learning software, and resources.
Washington	Aug	<u>Reopening Washington Schools 2020: Supporting Multilingual English Learners</u> : Strategic questions to ask before school reopening in areas of systems planning (distribution of technology devices and supports for both students and teachers); family communication; student engagement and social-emotional supports; access to content and English language development; secondary education and graduation; online professional development and resources. Each area has an associated appendix with additional resources.
Washington	Apr	<u>Resources to Support Multilingual Families</u> : Supports available for families including free access to the internet, tech support to help families access remote learning, childcare, nutrition, financial assistance, mental health, and other health services. Translation supports for schools to facilitate home communication.
West Virginia	May	<u>Digital Resources for English Learners</u> : Links and descriptions of websites geared toward EL students.
Wisconsin	Aug	<u>EL Handbook in Response to the COVID Pandemic</u> (click on "COVID Guidance, Chapters 1,2,3" directly under chapters 1, 2, and 3): Procedures for provisional screening/identification/placement of EL students during the pandemic.
Wisconsin	Aug	<u>EL Stakeholders Key Considerations</u> : FAQs to clarify and outline district responsibilities to EL students during the COVID-19 pandemic.
Wyoming	Oct	<u>Active English Learner: Identifying, Serving and Reporting, and Title III Guidebook 2020-2021</u> (see p. 12 on the optional use of the remote WIDA screener when the student and test administrator cannot share the same physical space): The general Wyoming EL guide with updates for the COVID-19 pandemic, which include allowing the use of a remote English proficiency screener.

Abbreviations used in this report:

CARES Act, Coronavirus Aid, Relief, and Economic Security Act

DLR, digital learning resource

EL, English learner

ELP, English language proficiency

ESSER, Elementary and Secondary School Emergency Relief

LEA, local educational agency

SEA, state educational agency

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The Center for the Success of English Learners (CSEL) engages in a focused program of research aimed at identifying and removing barriers related to school tracking through analysis of administrative and newly collected data using a mixed-methods approach. In addition, to improve instruction for English learners in science and social studies, CSEL develops and tests interventions that leverage four transdisciplinary approaches: (1) foregrounding content to build language through content instruction; (2) using activities that are engaging and meaningful to students while involving students in the practices of the discipline; (3) organizing learning in heterogeneous teams to promote collaboration, discussion, and social motivation; and (4) making use of formative assessment both to improve teachers' and students' understanding of students' development and to promote responsive instruction and feedback to students. CSEL's research is supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305C200016 to the University of Houston.