Serving English Language Learners During COVID-19

The purpose of this document is to compile resources and information for state education agencies to support teachers and families of English learners (ELs) during coronavirus-related school closures.

State Resources for EL Remote Instruction and Support

The following state examples were gathered from state education agency websites.

Arizona Department of Education developed [distance learning resources for families in both English and Spanish](#) (scroll down to "Recursos Para Familias" section). The Office of English Language Acquisition Services also published guidance for the field to support students learning English.

Arkansas Division of Elementary and Secondary Education (ASDE) compiled [resources and supports for teachers of English learners](#) by grade band and [tools to support districts](#) in their Alternative Methods of Instruction plans for ELs during school closures. Tools include strategies and resources for communicating with families and differentiating instruction for different levels of language proficiency. ASDE also provided [a bilingual list of resources for parents](#) to support at-home learning.

California Department of Education provided educators with [resources to support remote English Language Development instruction and additional multilingual learner resources](#) (see sections 9 and 10). Resources include ideas, mobile apps, and curricular materials for students and teachers.

Colorado Department of Education [compiled resources to support remote learning for English learners](#) by grade level and language. The Pre-K-Elementary grade range contains the greatest proportion of multilingual learner resources, but multilingual learner resources are available for all grade levels.

Connecticut Department of Education coordinated with Connecticut's Regional Education Service Center Alliance to provide [resources for distance learning](#), including tools to support English learners and suggestions for their implementation. Additional guidance for families and educators is available on the [Department website](#).

Illinois State Board of Education published [remote learning recommendations for districts](#) as they design and implement their response to the COVID-19 emergency. Recommendations to support multilingual education and engage with multilingual families can be found on pages 21-29, including specific recommendations to support instruction and assessment.

Massachusetts Department of Elementary and Secondary Education published [guidance to support districts](#) in their efforts to plan and provide remote learning for English learners (scroll down to "Resources for English Learners" section). The guidance includes considerations for the provisional identification and placement of ELs when in-person screening is not an option, along with strategies and resources to help educators engage EL students and support their learning remotely.

Michigan Department of Education posted [online learning resources](#) to support the needs of English learners and their families. The EL-specific [webpage](#) contains recommendations for educators on providing high-quality instruction, communicating with families of ELs, and using translation resources as appropriate.

Minnesota Department of Education provided [guidance for districts and charter schools on serving English learners](#) through distance learning. The guidance provides expectations on student contact, English Language Development, teachers' support for EL students, and the monitoring of students exited from EL status. Specific resources are also available for teachers working with young multilingual learners and for migratory children.

Mississippi Department of Education compiled [at-home learning resources for English learners and their families](#), including links to screen-free activities and digital lessons for various grade levels.

New Mexico Public Education Department published a [toolkit for families to support learning at home](#), including general language development. This toolkit lists general language development resources with links and descriptions by grade level and is available both [in Spanish](#) and [in English](#).

North Carolina Department of Public Instruction created a webpage of [remote-learning resources available to educators, students, and families of ELs](#). Visitors can access relevant EL-specific resources related to online teaching and learning, low and no-tech alternatives, professional learning, and more.

Oregon Department of Education developed [guidance for supporting emergent bilingual students](#) during school closures. An at-home learning guide for families is available in both English and Spanish. Additionally, [resources to support students' mental health](#) are available for migrant and non-English speaking families in multiple other languages.

Resources from National & Local Organizations

The following resources were gathered from national and local organization websites.

The Center for Parent Information and Resources (CPIR) Covid-19 page provides links to [multilingual resources to help families](#) talk to their children about the coronavirus.

Colorín Colorado provides a [broad range of information and resources to support English learners](#) during school closures, including advice for families of English learners and for educators to help schools and communities partner more effectively with multilingual families. The website is available in both English and Spanish. Fact sheets in multiple languages are also available.

ELPA21 compiled [resources for remote instruction of English Learners](#), including activities for ELs, free audio books, and early learning resources.

MAEC curated a list of [resources for teachers to address students' language learning needs](#), provide instruction online, and ensure equity for English learners during COVID-19 school closures. MAEC also curated [information and resources for parents](#) to help children with language learning needs.

The National Association of English Learner Program Administrators (NAELPA) Executive Board is collecting [resources on online instruction for educators working with ELs](#). Resources include guidance from USED, consortia and national associations, and other distance learning resources. The site will be continually updated as new information and resources become available.

The National Network for Early Language Learning (NNELL) compiled free [resources and platforms for early language learning](#), with resources applicable to multiple languages.

Stanford University Graduate School of Education released [free online courses for educators of ELs](#) (through June 30, 2020). Courses focus on "enhancing the capacity of educators (teachers, instructional coaches, and administrators) to plan, implement, and reflect on high challenge/high support lessons that simultaneously develop their students' content understandings, academic uses of language, and analytical skills."

TESOL is compiling [resources and information for schools and teachers serving English Learners](#), including articles, information sheets, and strategies for virtual instruction. The hub also includes equity considerations for schools and districts along with resources for dealing with coronavirus-related racism and xenophobia.

TNTP developed [guidance to support multilingual learners and English learners](#) with distance education during Covid-19 related school closures. The document provides a list of tech tools and resources for teachers and families to promote students' continued literacy and language development. Materials are categorized by English Language Proficiency level and grade level and include guidance on their use.