

# 17 WAYS

## The CSDE is Supporting Multilingual Learners



CONNECTICUT STATE  
DEPARTMENT OF EDUCATION



- 1** The [Story of Me Summer Learning Challenge](#) offers students the opportunity to investigate their culture, community, and language through activities designed for students at various grade levels and proficiency levels in English. Materials are available in Arabic, Chinese (Mandarin), Creole Haitian, English, Polish, Portuguese, and Spanish.
- 2** [Connecticut's Seal of Biliteracy](#) was signed into law in 2017 to recognize public high school graduates who have attained a level of proficiency in English and one or more other languages. Expanding its reach each year, over 3,000 students studying 38 languages in 58 districts earned the Seal during the 2020-21 school year. Learn more about the Seal's guidelines and participating districts on [its designated webpage](#).
- 3** [Bilingual education certification requirements were significantly changed](#) in 2021 when legislation was enacted that addressed prior barriers to becoming certified as a bilingual educator, such as language proficiency testing requirements, the expansion of grade levels that were authorized for teachers with particular certifications, and the creation of secondary bilingual STEM and Humanities endorsements.
- 4** [English Learners in CT's Public Schools: Guidelines for Administrators](#) assists school- and district-based administrators and staff to implement language instruction education programs for multilingual/English learners (MLs/ELs) as well as to carry out required procedures (i.e., identification, annual English language proficiency testing). [This resource](#) addresses federal and state laws in addition to requirements and recommendations related to programs and services for MLs/ELs.
- 5** The [Evidence-Based Practice Guide: Multilingual Learners](#) identifies high leverage strategies that research shows are beneficial for instruction for MLs/ELs. [The guide](#) is intended for various stakeholders, including school district administrators, staff, and boards of education.
- 6** [Connecticut English Language Proficiency \(CELP\) Standards](#), adopted in 2015, are designed to clearly articulate language proficiency descriptors for MLs/ELs across grade levels and proficiency levels, and to define linguistic supports to assist MLs/ELs to access grade-level content. In addition to the standards document, resources and training can be accessed on the [CELP Standards tab](#) of the CSDE's English Learners page.
- 7** The [Collaborative for the Alternate Assessment of English Language Proficiency \(CAAELP\)](#) is a federally funded 4-year project (2019–2023) on which Connecticut is working in collaboration with nine other states and the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA. The project has developed an alternate English language proficiency assessment to be rolled out in the 2022-23 school year for MLs/ELs with significant cognitive disabilities.

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- 8 [An on-demand training module on ML/EL Accountability](#) has been developed by the CSDE to provide education stakeholders with detailed information on specific elements of the ML/EL accountability model and how ML/EL accountability is integrated into the broader accountability system.
- 9 The **integration of MLs/ELs in model curriculum** has been consistently addressed throughout the CSDE's work in mathematics, English language arts, science, and social studies. Supports for MLs/ELs are integrated into the [K-12 Universal Curricula Design Principles Handbook](#), in the [K-12 Model Curricula Hub Resources](#), and in the [GoOpen CT](#) public digital library of open educational resources.
- 10 The [Pathways to Success for MLs professional learning modules](#) provide free, high-quality, on-demand, web-based professional learning on MLs/ELs for educators working in varied roles, including administrators, and grade levels. Modules include a recorded, voiced presentation of content, a script, a slide-based presentation and extension activities.
- 11 In the [Demographic Trends of Connecticut's English Learners \(SYs 2015-16 to 2019-20\) report](#), the CSDE identifies key trends and demographic shifts in the growing and diversifying population of MLs/ELs in the state and provides a rich analysis of Connecticut's MLs/ELs over a five-year span for educators, administrators, policymakers, and other stakeholders.
- 12 Through the [Position Statement on the Education of Students Who are English Language Learners](#), the Connecticut State Board of Education affirmed its commitment to promoting the success MLs/ELs. Originally adopted in 2010, the statement is currently being updated to reflect current pedagogy, policies, and terminology.
- 13 The CSDE's [attendance and engagement initiatives and data collections](#) provide [clear, disaggregated data](#) on MLs/ELs. Attendance and engagement initiatives at the CSDE are supported by a team that includes ML/EL experts, and live webinars and sessions have been offered on supporting the attendance and engagement of MLs/ELs and multilingual families.
- 14 The **Title III and Bilingual Listservs** help to keep educators informed about important updates related to MLs/ELs, such as information on grants, professional learning opportunities, and new resources. Anyone can sign up for the [listservs](#).
- 15 The **Equitable Assessment Practices for English Learners in Connecticut** offers guidance, resources, and reflection questions pertaining to equity in assessing English language proficiency, summative, standardized assessments in the content areas, universal screeners, and interim assessments.
- 16 The **Information for Parents and Families of ELs/MLs** document identifies rights that parents and families have pertaining to educational and language services for MLs/ELs. This document uses accessible language to provide information that may be relevant for parents and families and is available in [Arabic](#), [Chinese \(Mandarin\)](#), [Creole Haitian](#), [English](#), [Polish](#), [Portuguese](#), and [Spanish](#).
- 17 **Ongoing presentations** on issues related to MLs/ELs are provided at regional meetings, professional organizations, institutions of higher education, family and community organizations, and conferences. These enable the sharing of state updates and new resources and are tailored to address the needs of the audience.