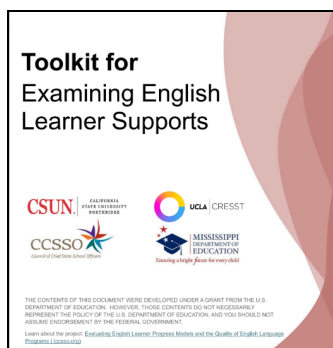




Multilingual Learners Newsletter

May 2025

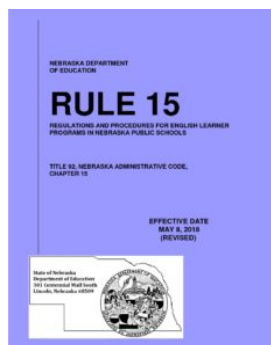
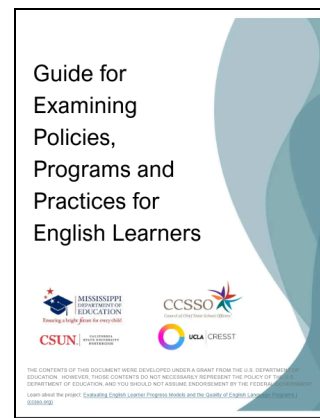
Resources to Support EL Policies, Programming and Best Practices



Last month, we discussed tools to support classroom practices from the Council of Chief State School Officers recently published [CCSSO EL Toolkit](#). This toolkit contains questionnaires and interview instruments, a classroom observation protocol, a guide for examining policies, programs, and practices for English learners, and a number of resources such as videos to demonstrate strategies in the classroom. As districts evaluate their EL/ML programs, it is helpful to have tools that guide them. As teachers work to implement best practices in the classroom, it is helpful for them to have tools that guide them. This month we will focus on tools to support district programming.

The team developed a Domain Framework that represents three areas essential to continuously improving systems for EL/ML students' progress to attaining English language proficiency. The three areas are leadership, SEA & LEA policies and practices, and opportunities to learn.

[The Guide for Examining Policies, Programs, and Practices for English Learners](#) is a tool to support district leadership in the process of evaluating their EL program and practices. This guide helps with leadership selection, purpose and process, using the tools and getting into the research. It helps districts prepare for and do classroom observations and summarize findings. It also gives ideas for next steps. There are resources in the guide that give districts the tools they need to do a thorough program review.



Each year, districts are required to do an annual program review based on [Nebraska's Rule 15](#). [The Implementation Guide](#) provides resources to guide this review. Districts should use a team of individuals to review their programming and look at data such as scheduling, EL materials used, teacher training, student achievement and participation in activities, and parent and family engagement. Doing an annual review helps districts evaluate what is working well and what areas they may need to address for improvements.



Spotlight: Project ASSETS

PROJECT ASSETS

Accelerating Student Success for ELs Through Scaffolded Support (ASSETS). This innovative project provides a rigorous program of study over the course of 18 months that leads to the EL/ML Educator Badge for 320 content area teachers. The project also provides family engagement training for 400 parents/caregivers of EL/MLs.

Participants who successfully complete the EL/ML Badge program will receive \$300 from Project ASSETS and \$500 from NDE

Optional graduate-level credit is available from Wayne State College. Participants can earn 3 graduate credits through successful completion of the EL/ML Educator Badge and a small additional assignment. The cost is \$75 per credit and is NOT covered by the grant.

EL/ML Educator Badge Topics

- Standards, Assessments, & Score Reporting
- Differentiated Instruction for ELs (Level 1)
- Differentiated Instruction for ELs (Level 2)
- Formative Assessment for ELs (Level 1)
- Formative Assessment for ELs (Level 2)
- EL/ML Family Engagement

The EL/ML Educator Badge demonstrates that you have mastered a variety of skills that prepare you to meet the diverse needs of multilingual learners. Through the National Association for Bilingual Education, the digital badge provides status within the professional and educational community and encourages motivation for learning.

Who K-12 Educators working with English learners

What EL/ML Educator Badge

When Cohort 4 starts June '25

Where Topical workshops delivered virtually with 1 hour per month of CoP collaboration online.

Benefits

This program provides the training at no cost to participants, including the cost of the digital badge.

- Educators will gain unique expertise on English learner/multilingual learner education.
- Program designed to result in the significant improvement of English learners' (ELs) academic achievement
- Opportunity to connect and collaborate with other educator statewide
- Specifically designed to improve outcomes for English learners and their families in Nebraska
- Stipends are provided for program participants who complete the program.
- This training will help prepare Nebraska educators to pass the state EL Certification test.

Scan QR code below or visit the following:
Cohort Schedule <https://tinyurl.com/fehshwec4>
Application <https://tinyurl.com/ASSETSCA>

Scan to Learn More

Contact Information- info.assets@cresst.org

In 2021, NDE received a \$2.91M 5 year National Professional Development Program grant. Project ASSETS (Accelerating Student Success for ELs through Scaffolded Support) has been a partnership with CRESST's English Language Proficiency Assessment for the 21st Century (ELPA21) program and NDE. We have offered cohorts for educators and partnered with the Family Leadership Institute (FLI) to host opportunities for our multilingual families. Our final educator cohort with this grant will start this June, 2025. Our final FLI will be held this fall.

We encourage content area teachers of all levels, (elementary, middle, and high) to register for this opportunity. Participants will learn about best practices for working with ML/ELs and earn a stipend as well as have an opportunity to earn graduate credit through Wayne State. Learn what some colleagues have shared about their experience with Project ASSETS - [Testimonials](#).

Project ASSETS Cohort 4 Flyer

- [Schedule](#)
- [Registration](#)

See What Your Colleagues Are Saying About Project ASSETS!

Jen Winkler - Kearney Public Schools

"This program has helped me better understand the necessary strategies and resources needed to support our English learners. I have gained valuable insights and connections that will greatly impact my teaching practice. The support and resources provided are invaluable."

Alicia Fitzgerald - Lexington Public Schools

"I have been able to gain a better understanding of the needs of our English learners and how to best support them. The program has provided me with the tools and resources I need to be successful in my classroom. I am grateful for the opportunity to be part of this program."

Barbara Cooper - Belvidere Public Schools

"I am happy to be part of Project ASSETS. I have been able to gain a better understanding of the needs of our English learners and how to best support them. The program has provided me with the tools and resources I need to be successful in my classroom. I am grateful for the opportunity to be part of this program."

Angie Winthrop - Solinger Community Schools

"I have been able to gain a better understanding of the needs of our English learners and how to best support them. The program has provided me with the tools and resources I need to be successful in my classroom. I am grateful for the opportunity to be part of this program."

Guidance for Title III: According to SEC.3102[20U.S.C 6812]Purposes of Title III are to: help ensure that English learners, including immigrant children and youth, **attain English proficiency and develop high levels of academic achievement in English**; assist all English learners, including immigrant children and youth, to **achieve at high levels in academic subjects** so that all English learners can meet the same challenging State academic standards that all children are expected to meet; **assist teachers** (including preschool teachers), **principals and other school leaders, State educational agencies, local educational agencies,** and schools in **establishing, implementing, and sustaining effective language instruction educational programs** designed to assist in teaching English learners, including immigrant children and youth; **assist teachers** (including preschool teachers), **principals and other school leaders, State educational agencies, and local educational agencies** to **develop and enhance their capacity to provide effective instructional programs** designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and **promote parental, family, and community participation** in language instruction educational programs for the parents, families, and communities of English learners.

Additional Resources:

- [An interactive workshop](#) for developing/enhancing Sheltered English for EL will be offered June 2, 2025 at ESU3.
- [Teacher Habits That Promote Language Learning Course June 24-25, 2025](#)
- [Summer Literacy Institute](#), July 17, 2025 at ESU 10.
- [SupportEd](#) Resources for Multilingual Learners. [Three Effective Scheduling Considerations](#), [Key Considerations for ML Program Types and Instructional Models](#), [Putting the Pieces Together: Three ML Scheduling Case Studies](#)

Questions: Please contact us with any questions or concerns regarding your ML students or program.

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