

THE MULTILINGUAL CALIFORNIA PROJECT **(Additional Requested Narrative--February 28, 2020)**

Purpose

The Multilingual California Project builds on consistently strong research documenting multilingualism as the most effective option for the academic achievement of ELs across all content areas and for preparation to participate effectively in the global workforce. Guiding the implementation of the California English Learner Roadmap, the Multilingual California Project will deliver a powerful statewide model to strengthen the capacity of districts in dramatically accelerating the academic and multilingual opportunities, and outcomes of English Learners across California. Using a four-stage model over the course of three years, Multilingual California will provide greater statewide access to and understanding of the EL Roadmap and its implementation, while also providing guidance and support to LEAs for focused, in-depth strategic development and implementation of the EL Roadmap.

The Multilingual California Alliance

California Association for Bilingual Education (CABE) is the lead partner for the project with the following official partners: (1) San Diego County Office of Education; (2) Orange County Department of Education; (3) Butte County Office of Education; (4) Fresno County Superintendent of Schools; (5) San Bernardino County Superintendent of Schools; (6) San Diego State University; and (7) Wexford Institute. Project participants will include 60 LEAs, strategically selected to represent diverse regions across the state (rural, suburban and urban) from the five partner counties and the five CABE regions. Additional partners include the National Equity Project, the University of San Diego, the Language Acquisition Resource Center, and the Chinese Culture Center. Furthermore, the following nationally recognized leaders in the fields of equity and language acquisition have committed to advise the progress of this project: Dr. Pedro Noguera, Dr. Patricia Gándara, Dr. Jim Cummins, Dr. Lily Wong Fillmore, Dr. Kathy Escamilla, Dr. Virginia Collier, Dr. Wayne Thomas, and Dr. Alberto Ochoa. Together this powerful alliance will ensure the successful launch, implementation, and deliverables of the Multilingual California Project.

Grant Goals

The Multilingual California Project adopts the four goals defined in the project RFA. Additionally, to ensure sustainability of the project goals adds a fifth goal outlined below:

1. Build capacity among school leaders to implement the EL Roadmap Policy including implementation of culturally and linguistically responsive practices.
2. Support implementation of instructional practices that effectively develop academic content knowledge, discipline-specific practices, academic language, integrated and designated English language development, and multilingual and multiliterate proficiency.
3. Identify and emphasize high-quality models for professional development regarding the EL Roadmap Policy, including, but not necessarily limited to, providing coaching for principals, teacher leadership opportunities, and the implementation of other models informed by research and best practices to best meet the needs of school leaders.
4. Support the implementation, alignment, and articulation of the EL Roadmap Policy across and within school district systems.
5. Create a multilingual collaborative statewide network of experts and agencies to guide systems that support the development of effective cross-curricular, disciplinary-based instructional practices for all English Learners. Furthermore, the network experts will support, implement, and sustain the impact of the English Learner Roadmap, aligned with CA-SS and Quality Professional Learning Standards.

Project Design

The Multilingual California Project plan is designed to implement the project goals and build the capacity of LEAs to implement the California English Learner Roadmap. This plan is grounded in the Quality Professional Learning Standards, and utilizes an equity-centered, continuous improvement process called Liberatory Design. The Liberatory Design Process emerged from Stanford University's design thinking model, with important contributions from the National Equity Project, and guides participants to explore systemic inequities across curricular areas and within the English Learner Typologies (newcomer, progressing, with disabilities, LTELs, RFEP, language background, etc). Educators identify the throughline of their actions to English Learner outcomes, and through continuous improvement create transformational change. Teachers, paraprofessionals, principals, and district leaders will receive on-going, job-embedded guidance, professional learning and coaching through Liberatory Design, as they build their capacity to implement the English Learner Roadmap. As they engage in this reflective practice, LEA's will articulate their growth goals on living documents such as: LCAP, EL/Multiliteracy Masterplan, SPSA, WASC, etc.

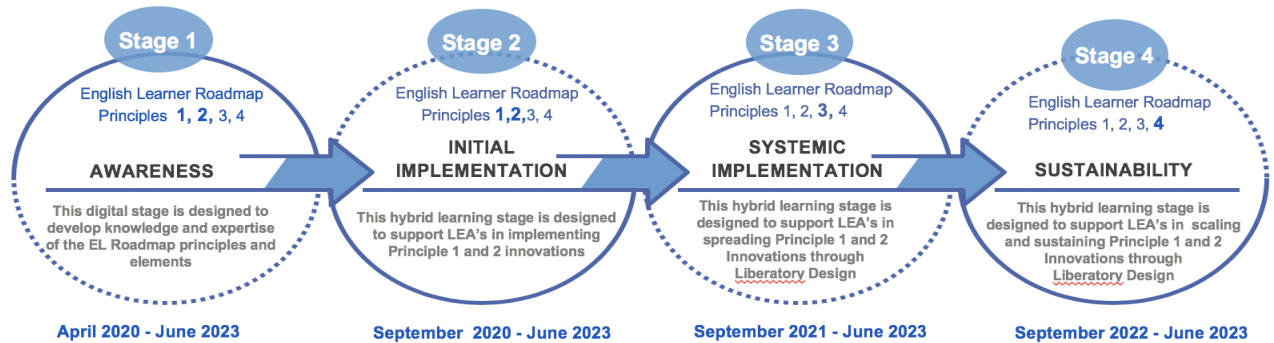
Project Participants

Overall at least 12,500 Multilingual California Project participants from LEAs across California will engage in-person and online annually, including at least 8,375 teachers, 625 paraeducators, 1,000 LEA and school leaders, 625 school counselors, and 1,875 parents/families. Sixty LEAs will obtain intensive support, including at least 510 educators and parent/family members (Year 1), 510 educators and parent/family members (Year 2), and 340 educators and family members (Year 3). ([Appendix A](#))

Project Model

The English Learner Roadmap Policy is a call to action actualized through the Multilingual California Project, a dynamic PK-16 model to guide LEAs in implementing multilingual pathways that affirm, welcome, and respond to a diverse range of EL students' assets and needs while strengthening academic success in preparation for the global workforce. To ensure inclusive, collaborative practices through all content and curricular areas, the model integrates the MTSS Framework, and the California Practitioners' Guide for Educating ELs with Disabilities. Educators will explore strengths and identify areas of growth for all typologies of ELs, including the continuum of ELs with disabilities. LEAs and schools will be selected by the five COEs to explore, identify, and address systemic inequities in day to day school practices through the Liberatory Design Process and, develop a plan to implement key multilingual professional learning innovations, as aligned to the four English Learner Roadmap Principles. Through the four stages of implementation the following components will be addressed: (a) Professional Learning Innovations and Networks; (b) Language Centers; and (c) an IHE Network of support. LEAs and sites in Stages 2-4 will meet with Multilingual California coaches and facilitators to explore and reflect on their own systems deeply, select and implement Professional Learning Innovations (described in Table A below) from the Multilingual California partners to disrupt systemic inequities, build effective multilingual education models and realize student academic success in English and target languages across curriculum areas and special needs populations. The four stages will be implemented throughout the three years of the grant and beyond with a robust evaluation and metrics model.

Stages of Implementation



STAGE 1, The Awareness Stage, encompasses English Learner Roadmap Principles 1, 2, 3, and 4. It will involve the launching of the Multilingual California Project at the April CABE 2020 conference, a statewide conference attended by thousands of educators, leaders, parents, families and communities. Stage 1 provides key resources and tools made available over the three-year grant period via web, video, social media, the arts, educator networks, digital academies, and school leadership as well as superintendent forums to ensure statewide English Learner Roadmap knowledge/engagement. Language Resource Centers will be developed in top languages in California schools, informed by Cal Pads and Seal of Biliteracy data. The multilingual resources will be developed and offered during and throughout the grant period and maintained on the Multilingual California website so educators can access them even after grant sunsets as on-going sustainable resources.

STAGE 2, the Initial implementation Stage, focuses on English Learner Roadmap Principles 1, 2, and 3. Stage 2 will initiate in spring 2020 to support 60 LEAs over the three-year grant period. They will be invited by each of the county office partners to apply and be selected based on the following criteria: commitment to implementing the EL Roadmap with an intentional focus on multilingualism whether in a dual language/biliteracy or English setting; the number and percentage of ELs; ELPI status/performance focusing on LEAs in red, orange or yellow status disaggregated for EL performance; and, the level of implementation of the Seal of Biliteracy. Upon selection, they will participate in a Regional Summit where Multilingual California and the Liberatory Design are introduced. Key Professional Learning Innovations will be offered and selected to support academic growth across content areas through multilingual and English Language Development (ELD) instruction, and bilingual teacher pipeline support to meet the demands of a growth in Dual Language and multilingual programs in California. In Stage 2, LEAs and their selected sites will receive at least 7 days of professional learning and on-going coaching and consulting between sessions. A Multilingual California Coaching and Support Network will be created for principals and other administrators statewide.

STAGE 3, the Systemic Implementation Stage, deeply addresses English Learner Roadmap Principle 3. For Stage 3, 20 LEAs will be identified and invited by the five COE partners to participate using the above identified criteria along with an intentional need and systemic commitment to improve. During the three-year grant period, they will receive strategic facilitation, coaching and systems-based support through the improvement processes using the Liberatory Design and Professional Learning Innovations (selected by each LEA) that support deeper levels of cross content academic success in multilingual and ELD instruction. This stage will implement the pilot model developed by San Diego County Office of Education operationalizing the Liberatory Design to guide participants to explore systemic inequities and identify the throughline of their actions to move schools towards successful English Learner outcomes. They will receive incremental and ongoing coaching and support to truly impact and create positive systems based change in the participating districts and key education leaders and partners to ensure sustainability. Stage 3 LEAs and their selected sites will receive at least 10 days of professional learning and additional coaching and consulting between sessions. Principals and other administrators will be invited to participate in the Multilingual California Coaching and Support Network.

STAGE 4, the Sustained Implementation Stage, strategically supports Principle 4 of the English Learner Roadmap and trains LEA teams to coach other LEAs in respective regions through coordination of the County Offices of Education and Systems of Support in order to create alignment/sustainment of the English Learner Roadmap policy and the selected Professional Learning Innovations. Through Stage 4, the learnings and progress made in the Multilingual California Project, are supported, multiplied and sustained across the multiple levels of the System of Support through focusing on cross curricular impact and addressing the diverse needs and typologies of English Learner students (newcomer, progressing, with disabilities, LTELs, RFEP, language background, etc). They will model how their ongoing systemic professional learning plan is memorialized in their LCAP, EL/Multiliteracy Masterplan, SPSA, WASC, etc. Stage 4 LEAs and their selected sites will receive at least 15 days of professional learning and additional coaching and consulting between sessions.

Through the four stages of implementation the following components will be addressed:

(a) Professional Learning Innovations & Networks

The LEAs will address the equity gaps in EL opportunities and achievement across the PK-16 pipeline by implementing key Professional Learning Innovations supporting the implementation of Principle 1 and Principle 2 of the EL Roadmap (See table below).

Innovations and the sponsoring agencies aligned to EL Roadmap Principle 1 include:

- Project 2 Inspire** sponsored by CAFE and **Parent Institute for Quality Education (PIQE)** provide research-based systemic approaches to parent and family leadership development. We plan to serve 350 participants through these programs over the life of the project.
- FCSS is a statewide leader in the **Cradle to Career Movement**. They will provide facilitated guidance to districts wishing to expand and/or improve their multilingual, Dual Language Learner (DLL) pre-K and postsecondary programs for ELs.
- SBCSS will provide services in the critical area of identification and implementation of **Special Education in Multilingual Settings**, an area they have developed in partnership with their SELPA.

Innovations and the sponsoring agencies aligned to Roadmap Principle 2 include:

- CAFE's **Dual Language Teacher Academy (DLTA)** is a long-term institute for Spanish dual language teachers. Offered in Spanish, it will increase the academic language proficiency of the participants through the development of enhanced dual language teaching techniques aligned to the Guiding Principles for Dual Language Education..
- SDCOE sponsors the **WRITE Institute**, an internationally recognized and nationally awarded (USDE) research-based program that develops strong literacy skills among English Learners.
- OCDE sponsors the internationally utilized and nationally awarded (USDE) program of educational excellence **Project GLAD®**. The program is widely-acclaimed for its excellence in EL and multilingual literacy development.
- USD sponsors the **Language Development through Science Program**. Participants will develop skills and techniques in cross-disciplinary language development. specific to the Next Generation Science Standards.
- Enhanced awareness and understanding and improvement of teaching techniques in the key areas of **Integrated/Designated ELD and Biliteracy Models** are essential statewide. All project partner agencies will provide broad assistance in these areas.

These researched-based Professional Learning Innovations, listed in the table below, are offered by CABE and the five county offices showcasing the capacity and strengths they bring to this project. Innovation Networks will be created to support LEAs in implementing their chosen innovations. Innovation Networks will meet digitally at least 3 times per year to design cohesive PK-16 pathways for multilingual, cross-curricular alignment. For example, the Project GLAD® Innovation Network will bring together all sites and LEAs being trained in Project GLAD® to support the implementation of Project GLAD® in multiple languages from PK-12, and the Dual Language Innovation Network will support Dual Language Pathways (Pre-K-16) to position students to develop full multiliteracy in two or more languages with the goal of becoming recipients of the State Seal of Bilingual Literacy.

Multilingual California Professional Learning Innovations

<p><u>English Learner Roadmap Principle 1</u> <i>Asset- Oriented and Needs Responsive Schools</i></p>	<p><u>English Learner Roadmap Principle 2</u> <i>Quality Instruction and Meaningful Access</i></p>
<ul style="list-style-type: none"> •Parent/Family Engagement (CABE, PIQE) •Dual Language Learners (DLL) Cradle to Career (FCSS) •Special Education Identification and Implementation in Multilingual Settings (SBCSS). 	<ul style="list-style-type: none"> •Project GLAD® (OCDE) •Dual Language Teacher Academy (CABE) •WRITE (SDCOE) •Language Development through Science (USD) •Integrated/Designated ELD and Bilingual Literacy Models (All)
<p>Each participating LEA will select Professional Learning Innovations from each column- Principal 1 and Principal 2. Innovation Networks provide LEA’s support and opportunities for collaboration</p>	

(b) Language Centers

Multilingual California’s model establishes identified Language Centers aligned to CalPad and Seal of Bilingual Literacy Data. They will be inclusive of Vietnamese, Korean, Chinese (Cantonese/Mandarin), Arabic, Hmong, Spanish, Tagalog/Filipino to provide support and resources in numerous languages represented in California schools. Multilingual California Alliance partners support the Language Centers.

(c) Institutes of Higher Education Network

San Diego State University will lead the Institutes of Higher Learning Network to support an increase in Bilingual Authorization Programs, including the development of micro-universities, increasing the bilingual teacher pipeline for each region. They will also take the lead in developing and implementing the University Seal of Bilingual Literacy and introduce the model across the entire CSU system for consistent implementation.

Grant Deliverables

The Multilingual California Project transforms the California educational landscape, PK-16, through the implementation of the California English Learner Roadmap utilizing a multilingual, equity-centered approach. Project deliverables reflect this transformational shift as follows: (1) Statewide Multilingual California Campaign; (2) Multilingual California website; (3) Multilingual California Professional Learning Modules, including digital badges and micro-credentials earned for completion of implementation stages; (4) 60 LEAs supported in

implementing the EL Roadmap; (5) Multilingual California Principal /Administrator coaching and Support Network; (6) a new iteration of SDCOE's Multilingual Education and Global Achievement (MEGA) Data Dashboard; (7) a new University Seal of Biliteracy developed by SDSU, which will be replicated throughout the CSU system and other IHEs; (8) increases in the number of the following across the five regions (students receiving the Seal of Biliteracy, number of Dual Language programs, and number of IHE's with bilingual authorizations).

Proposed Metrics

Multilingual California Project services for each Goal and Stage, using Liberatory Design, include embedded data collection and use, creating an iterative approach for developing the capacity and dispositions of educators and families to reach our vision, mission and goals. Working with our external evaluator we will build an evaluation plan customized to our goals, collect and use data across our networks for continuous improvement, evaluate the capacity built within agencies, and share with other networks and grantees. As described in the online application, our Evaluation and Metrics model will collect common data for each of the Multilingual California stages (1-4) across all goals and specific to each goal. For each MCaP Stage (1-4), common data are collected across all goals and specific to each goal.

Formative and summative data collection includes participation data, milestone monitoring, surveys, interviews, focus groups, observations, and artifacts. Liberatory Design processes and these tools are the basis for our data collection: Concerns Based Adoption Model (CBAM) tools to track adoption of innovations; NIRN Capacity Assessments (NIRN); ELR Self-Reflection Rubric (ELRSRR); Professional Learning System Review (PLSR); QPLS with ELR descriptors; ELR Teacher Toolkit Self-Assessments (ELRTTSA); and, the MEGA Dashboard. Quantitative and qualitative data are triangulated for rigorous analysis and findings useful within and across networks. Project staff, partners, and evaluators work together to collect, summarize, analyze and synthesize the data for continuous feedback, action steps and impact. Progress on each metric is reported annually, and cumulatively for Year 3. A summary of specific metrics is contained in [Appendix B](#).

Project Management and Sustainability

The Multilingual California Alliance has the passion, expertise, capacity and commitment to fully support, implement and sustain the project goals. As described in the on-line application, the Multilingual California Project Lead and Director, along with the Alliance partners, will fulfill the following roles: (1) EL Roadmap Policy Resource Connector; (2) EL Roadmap Policy Capacity Builder; and (3) EL Roadmap Policy Facilitator. Multilingual California Project Implementation Teams (California, Regional, District, and Site) provide a cascading network that reaches from the state to the individual classroom level, ensuring information, data, and support flow both ways. LEA's will support and document their improvement efforts in their LCAP, EL/Multiliteracy Masterplan, SPSA, and WASC plans.

Conclusion

The Multilingual California Alliance looks forward to full implementation of this project. Building on the revolutionary English Learner Roadmap and the principles of the Statewide System of School Support, a deepening awareness of the Roadmap Principles will enhance programs for English Learners statewide. We envision and expect a systemic transformation of programs for English Learners for those participating in Stages 3 and 4 of the model. The subsequent leadership and dissemination of the model will serve to strengthen programs that support the EL Roadmap and multilingualism throughout the state.

Additional Information and graphics are included in Appendices [A](#), [B](#), and [C](#)

Appendix A--TIMELINE & NUMBERS SERVED

STAGES	TIMELINE	NUMBERS SERVED	
<p>STAGE 1: Awareness</p> <p><i>EL Roadmap Principles</i> 1, 2, 3, 4</p>	<p>Year 1:</p> <ul style="list-style-type: none"> ● Multilingual California Launches at CABE2020: April 8-11 ● Logo and branding created ● Press Release & Social Media Launch: Facebook & Twitter ● By August 2020: Superintendents' Forum of COE/LEA leaders ● Multilingual California Website: Development, live publication, and maintenance ● Creation of video clips and site for student, family and educator video and photo uploads ● Filming and uploading of 30-45 second high profile endorsements of Multilingual California ● Information sharing at state educational meetings: CA-SS All Leads and Stakeholders, ACSA, CCSESA/CISC, CTA, CSBA, CALSA, BCN, PTA, etc. ● Development of statewide Language Centers ● Creation/approval of University Seal of Biliteracy CSU Plan 	Year 1	12,500
	<p>Year 2:</p> <ul style="list-style-type: none"> ● Ongoing web and social media postings and resources ● Creation of digital educator networks, via social media and Zoom, to create statewide professional learning communities ● Development and offering of digital curriculum and academies via Canvas for statewide access ● Implementation of University Seal of Biliteracy CSU Plan 	Year 2	12,500
	<p>Year 3:</p> <ul style="list-style-type: none"> ● Ongoing web and social media postings and resources ● Facilitation, monitoring, support of digital educator networks ● Implementation of digital curriculum and academies via Canvas for statewide access ● Implementation of University Seal of Biliteracy CSU Plan 	Year 3	12,500

STAGE 2: Initial Implementation EL Roadmap Principles 1, 2, 3	Year 1 <ul style="list-style-type: none"> Regional Institutes Professional Learning Innovation Trainings: 5 Days - Teacher & Administrator Parent and Family Engagement and Training 	Year 1	LEAs: 30 Teachers: 240 Administrators: 120 Parents/Families: 150
	Year 2 <ul style="list-style-type: none"> Regional Institutes Professional Learning Innovation Trainings: 2 Days - Teacher & Administrator 	Year 2	LEAs: 30 (cont) +20 (new) Teachers: 400 Administrators: 200 Parents/Families: 250
STAGE 3: Systemic Implementation EL Roadmap Principle 3	Year 2 <ul style="list-style-type: none"> Regional Institutes Liberatory Design Convening and Coaching Professional Learning Innovation Trainings: 5 Days/Teacher & Administrator 	Year 2	LEAs: 10 Teachers: 80 Administrators: 40 Parents/Families: 50
	Year 3 <ul style="list-style-type: none"> Regional Institutes Liberatory Design Convening and Coaching Professional Learning Innovation Trainings: 5 Days/Teacher & Administrator 	Year 3	LEAs: 10 (new) Teachers: 100 Administrators: 20 Parents/Families: 50
STAGE 4 Sustained Implementation EL Roadmap Principle 4	Year 3 <ul style="list-style-type: none"> Liberatory Design Convening and Coaching Coaching and modeling of Professional Learning Innovations Awarding of University Seals of Biliteracy Virtual resources and tools finalized on website and social media 	Year 3	LEAs: 10 Teachers: 100 Administrators: 20 Parents/Families: 50

	# LEAs	# Schools	# Teachers	# Administrators	# Parents	TOTAL PARTICIPANTS
Unduplicated counts - TOTALS:	60	120	480	240	300	1,020

APPENDIX B--PROPOSED METRICS

Performance Objective	Measure	Target
Teachers and Administrators Professional Development		
Participant feedback on EL Roadmap (ELR) training	2 CBAM-Adapted /QPLS Surveys: Post Training; Post Use of Information and Resources	Post Training: 90% indicate usefulness; Post Use: 85%
Teachers professional development	# completing online ELR courses, earning badges and micro-credentialing	Yr1: 100 Yr2: 250 Yr3: 300
Strengthened bilingual authorization programs in project regions	# of programs; IHE leaders and participant feedback (related to Quality Standards and additional criteria) and artifacts	Increase each year above baseline in Year 1
Participation in bilingual authorization programs	# of participants enrolled in and completing programs at IHES in project regions	Increase each year above baseline in Year 1
Programmatic Changes		
Expansion of Seal of Biliteracy in participating LEAs PreK-16	# of participating LEAs expanding support; # of LEAs issuing Seal; # of LEAs awarding credits for heritage languages	Increase in # for each measure above baseline in Year 1
Expansion of Biliteracy Programs	# of participating LEAs expanding or improving the quality of their biliteracy programs	Increase in # each year above baseline in Year 1
Teachers and Administrators Changes in Mindset and Practice		
Commitment to Multilingual California	LEA Pledge artifact	# of participating LEAs increases each year
Initial Implementation of ELR	# of participating LEAs creating and beginning to implement their ELR	Increase each year above baseline in Year 1
Change in mindset and level of implementation	CBAM-Adapted Survey for ELR Level of Use (LOU) of participants	Increase each year above baseline in Year 1
Change in practices of teachers and administrators to implement ELR	Process and fidelity data, and artifact evidence generated through Liberatory Design to change mindset and practice, using self-assessments (ELSRR,	60 LEAs; Increase in # of teachers and administrators above baseline in Year 2

APPENDIX C

Acronyms

Below is a list of the acronyms used in the original grant application.

BCOE	Butte County Office of Education
CABE	California Association for Bilingual Education
CA-SS	California System of School Support
CBAM	Concerns Based Assessment Model
CCSESA	California County Superintendents Educational Services Association
CEI	Community Engagement Initiative
CIT	California Implementation Team
COE	County Office of Education
CSU	California State University
DIT	District Implementation Team
DLTA	Dual Language Teacher Academy
ELR	English Learner Roadmap
ELRP	English Learner Roadmap Principle
ELRSRR	English Learner Roadmap Self-Assessment Reflection Rubric
ELRTTSA	English Learner Roadmap Teacher Toolkit Self-Assessment
FCSS	Fresno County Superintendent of Schools
IEP	Individualized Education Program
IHE	Institute of Higher Education
IN	Innovation Network
LCAP	Local Control and Accountability Plan
LEA	Local Education Agency
LTEL	Long-Term English Learner
MEGA	Multilingual Education and Global Achievement
MTSS	Multi-Tiered System of Support
OCDE	Orange County Department of Education
PIT	Project Implementation Team
PL	Professional Learning
QPLS	Quality Professional Learning Standards
RFEP	Reclassified Fluent English Proficient
RIT	Regional Implementation Team
SBCSS	San Bernardino County Superintendent of Schools
SDCOE	San Diego County Office of Education
SDSU	San Diego State University
SIT	Site Implementation Team
SPSA	Single Plan for School Achievement
USD	University of San Diego