



# Multilingual California Project



**ca|be**

California Association for Bilingual Education

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The California Association for Bilingual Education (CABE) is the lead partner for the Multilingual California Project (M<sup>CA</sup>P) in partnership with: (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. County Offices of Education, institutions of higher education, and nationally recognized leaders in the fields of equity and language acquisition. Together this powerful alliance will ensure the successful launch, implementation, and deliverables of the M<sup>CA</sup>P.

## *Purpose*

The M<sup>CA</sup>P 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. The M<sup>CA</sup>P will deliver a powerful statewide model implementing the EL Roadmap to strengthen the capacity of district staff in dramatically accelerating the academic and multilingual opportunities and outcomes of ELs across California. For the next three years, the M<sup>CA</sup>P will follow a four-stage model to provide greater statewide access and understanding of EL Roadmap implementation by supporting LEAs for focused, in-depth strategic development.

## *Grant Goals*

The M<sup>CA</sup>P will deliver the following goals:

- Build capacity among school leaders to implement the EL Roadmap Policy.
- Support implementation of research-based instructional practices.
- Identify and emphasize high-quality models for professional development.
- Support the implementation, alignment, and articulation of the EL Roadmap Policy across and within school district systems.
- Create a multilingual collaborative statewide network of experts and agencies.

## **Grant Deliverables**

The M<sup>CA</sup>P will deliver a transformational shift in California's educational landscape in PK-16 by implementing the EL Roadmap utilizing a multilingual, equity-centered approach. Project deliverables: (1) Statewide Multilingual California Campaign; (2) Multilingual California website; (3) Multilingual California Professional Learning Modules; (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; (8) scale up the following: Seal of Biliteracy recipients, number of Dual Language programs, and number of IHE's with bilingual authorizations across the five regions.

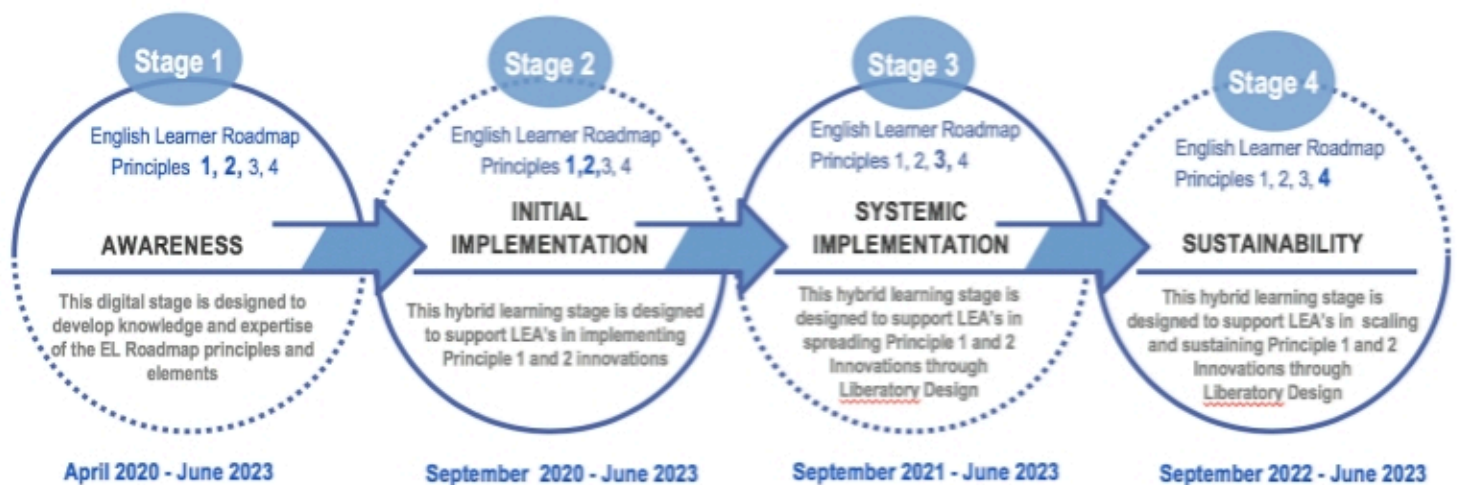
The McCAP plan is designed to implement the project goals by building the capacity of LEAs to implement the California EL Roadmap. This plan is grounded in the Quality Professional Learning Standards, using an equity-centered, continuous improvement process called Liberatory Design. Overall at least 12,500 McCAP participants from LEAs across California will engage in-person and online annually, including teachers, paraeducators, school leaders, counselors, and parents/families. Educators and families from 60 LEAs will obtain intensive support over the grant three year period.

## Project Model

This dynamic PK-16 model will 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. 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. 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.

# Stages of Implementation

The four stages will be implemented throughout the three years of the grant and beyond with a robust evaluation and metrics model.



**STAGE 1** provides key resources and tools made available over the three-year grant period and maintained on the website after the grant sunsets as on-going sustainable resources via web, video, social media, the arts, educator networks, digital academies, and school leadership or superintendent forums.

**STAGE 2** 60 LEAs will be invited by each of the COE 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, level of implementation of the Seal of Biliteracy.

**STAGE 3** COE partners will invite 20 LEAs to participate using the above identified criteria along with an intentional need and systemic commitment to improve using the Liberatory Design and Professional Learning Innovations improvement processes.

**STAGE 4** LEA teams will be trained to coach other LEAs in respective regions through coordination of the COEs and systems of support in order to create alignment/sustainment of the EL Roadmap policy and the selected Professional Learning Innovations. LEAs will model systemic professional learning plan memorialized in their LCAP, EL/Multiliteracy Masterplan, SPSA,WASC, etc.

## Components of the four stages of implementation

(a) Professional Learning Innovations & Networks

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

<b><u>EL Roadmap Principle 1</u></b> <i>Asset-Oriented and Needs Responsive Schools</i>	<b><u>EL Roadmap Principle 2</u></b> <i>Quality Instruction and Meaningful Access</i>
<ul style="list-style-type: none"> <li>•Parent/Family Engagement (CABE, PIQE)</li> <li>•Dual Language Learners (DLL) Cradle to Career (FCSS)</li> <li>•Special Education Identification and Implementation in Multilingual Settings (SBCSS).</li> </ul>	<ul style="list-style-type: none"> <li>•Project GLAD® (OCDE)</li> <li>•Dual Language Teacher Academy (CABE)</li> <li>•WRITE (SDCOE)</li> <li>•Language Development through Science (USD)</li> <li>•Integrated/Designated ELD and Biliteracy Models (All)</li> </ul>
<p>These researched-based Professional Learning Innovations listed in this table are offered by CABE and the five COEs. Innovation Networks will be created to support LEAs in implementing their chosen Professional Learning Innovations from each column.</p>	

## (b) Language Centers

Language Centers aligned to CalPad and Seal of Biliteracy Data will provide support and resources in numerous languages represented in California schools. They will be inclusive of Vietnamese, Korean, Chinese (Cantonese/Mandarin), Arabic, Hmong, Spanish, Tagalog/Filipino.

## (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 Biliteracy and introduce the model across the entire CSU system for consistent implementation.

# Final Remarks

## *Project Management and Sustainability*

The M<sup>CA</sup>P Lead and Director, along with 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. M<sup>CA</sup>P Implementation Teams (California, Regional, District, and Site) will provide a cascading network that reaches from the state to the individual classroom level. LEAs will support and document their improvement efforts in their LCAP, EL/Multiliteracy Masterplan, SPSA, and WASC plans.

## *Conclusion*

The M<sup>CA</sup>P is committed to full implementation of this project, creating deepening awareness of the EL Roadmap Principles to 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. Building on the revolutionary EL Roadmap and the principles of the Statewide System of School Support will serve to strengthen programs that support the EL Roadmap and multilingualism throughout the state.

The Multilingual California Project is a three year program (2020-2023) funded through an Educator Workforce Investment Grant in conjunction with the California Department of Education (CDE) and the California Collaborative for Educational Excellence (CCEE).

