CABE COMPASS PROJECT WORKPLAN

Project Title	Claim	Project Manager
4.1 Multilingual Excellence	Showcase excellence in programs and practices for English Learners to promote multilingualism for all California students and support for multilingualism among parents, educators, and policymakers. Create tools, protocols, and processes to make learning in English Learner contexts (and the teaching that leads to such powerful learning) public and visible to our entire California community.	Imelda Trinklein, Region V Rep

Timeline		Action Steps	Milestones/Deliverables		Lead
Start	Complete		Milestone (Deliverable)	Target Date	
September 2013	September 2015	4.1.1. Highlight student success data through existing and emerging technolgies. • Use CABE's diverse media to showcase student success, such as CABE Webpage, Facebook group on Seal of Biliteracy students and Seal of Excellence schools. • Include the California Seal of Biliteracy as a data element in the design of the CABE Data Dashboard template. • Use the planned CABE Data Dashboard template to identify and publicize schools and districts getting excellent multilingual academic results for English Learners, including multilingually competent students graduating ready for college-level academic work. • Inform legislators of schools/districts with excellent multilingual student achievement of these results. • Develop and disseminate online briefs and webinars to publicize the connections between school/district practices and the development of high levels of multilingual	Criteria are set for indicators of excellence, consulting rubric for CABE Seal of Excellence, to check for alignment to vision and essentials. Multilingual success schools and districts are identified. Process is established for schools and districts identified to inform legistlators. Online briefs and webinars are developed and rolled out. Student multilingual	11/13 12/14 12/14 9/15 9/15	Imelda Trinklein

		achievement among students. • Feature student multilingual success stories through diverse CABE media (website, newsletters, etc.).	success stories appear in CABE website, newsletters, and other media.		
November 2013	December 2014	4.1.2 Develop a portfolio of CABE COMPASS-aligned Making Learning Visible tools, protocols, and processes. This portfolio would be for the use of teachers, students, parents, and administrators. • Create a briefing paper that explains the concept of "Making Learning Visible" – that is, shifting teaching and learning from a private enterprise to one that makes teaching and learning a public collaboration within classrooms, across classrooms, across schools, and in the community. • Establish a development team for each group of stakeholders: teachers, students, parents, and administrators. • Facilitate each development team in identifying and designing a set of tools, protocols, and processes to make learning visible and public. These tools, protocols, and processes should help stakeholders: ▪ Know what powerful teaching and learning for English Learners look like and see it exhibited regularly in and out of school. ▪ Know what to do to produce consistently high quality learning results for English Learners. ▪ Hold each other responsible for high quality teaching and learning for English Learners. ▪ Expect that for English Learners work is not done until it meets publicly agreed-upon standards of quality.	Briefing paper is completed. Development teams are established. Making Learning Visible fieldtest is completed. Making Learning Visible portfolio is completed. PR/marketing collateral for Making Learning Visible portfolio is developed. PR/marketing campaign is launched. Five contracts are signed to implement the Making Learning Visible portfolio.	12/13 1/14 6/14 8/14 9/14 10/14 12/14	Claudia Lockwood

		▪ Work together to create environments of high intellectual performance throughout the school and community for English Learners. - Enlist volunteer classrooms, schools, and districts to field test the tools, protocols, and processes. - Use the field test results to refine the portfolio. ▪ Create a publication-ready Making Learning Visible portfolio. - Implement the Making Learning Visible portfolio in at least five communities (districts, schools, and/or other organizations serving English Learner students). ▪ Design Making Learning Visible PR/marketing materials. ▪ Launch a PR/marketing campaign to make the Making Learning Visible portfolio known to the educational community. ▪ Secure at least five contracts to implement the portfolio.			
Upon completion of Data Dashboard	May 2016	4.1.3 Develop and implement a district mentor process that pairs aspiring districts with districts that provide quality services and programs for English Learners. - Use the indicators of excellence to identify mentoring districts. - Include a broad range of linguistic, academic, and 21st century readiness indicators/data elements in the design of the CABE Data Dashboard template. - Invite the identified districts to participate in an induction program to prepare them as mentors to aspiring districts.	Schools and districts getting excellent multingual academic results for English learners are identified. Application process is developed, including commitment from both the aspiring district and the mentoring disctrict that focuses on promoting mutlilingual excelence.	12/14 12/14	Raúl Maldonado

		• Develop a facilitator's agenda and PowerPoint for the induction training. • Establish a training schedule that includes dates, locations, audiences, and presenters. • Work with CABE staff to prepare and/or deliver the training materials to each presenter/site. • Conduct the training. • Solicit aspiring districts and pair them with mentor districts. • Create and conduct an orientation for mentor/mentee districts. • Facilitate monthly meetings for mentors/mentees to support collaborative learning/sharing/growth. Document ongoing process and progress. • Conduct a yearly colloquium to bring together mentor/mentee districts to share their progress and learnings and to plan next steps/goals.	Facilitator's agenda and PowerPoint is developed for the induction training. Induction is conducted. Orientation is conducted. Monthly meetings begin. Colloquium is conducted.	12/14 2/15 3/15 4/15 5/16	
September 2013	September 2015	4.1.4 Design, launch, and support the Ellen Ochoa Young Scholars Program to increase the success rate of English Learners, especially young women, in successfully completing higher education in science, technology, engineering, the arts, and math (STEAM), foster a community of college-bound scholars, and strengthen their academic leadership skills while building self-confidence and stimulating intellectual curiosity. • Develop a concept paper for a STEAM program designed to (1) create and sustain 21st century learning spaces for the high intellectual performance of English Learners, especially young women, and (2) make their learning and high intellectual performance visible to themselves, their	Concept paper on the STEAM program is developed. Design team is identified and convened. STEAM school year program and implementation plan are designed. CABE Board approves the STEAM program implementation plan. Initial $10,000 start-up	12/13 1/14 5/14 6/14 6/14	Francisca Sánchez

		schools and districts, and their families and communities. • Contact Ellen Ochoa (Johnson Space Center) and John Arrillaga (Stanford) to secure their support for the program. • Convene a design team to develop the details of the initiative. • Develop the details of the STEAM program and its implementation. • Seek board approval. • Establish a Presidents' Council to raise the initial $10,000 start-up funding. • Conduct an orientation for a diverse pool of STEAM mentors/success stories who are the potential YSP advisory board. • Finalize the advisory board and secure their commitment to raise a minimum of $150,000 yearly for three years to support staffing and program costs. • Seek additional corporate/foundation funding. • Partner with three school districts (Northern, Central, and Southern California) to provide the program to three cohorts of 45 English Learners from each district: 3rd – 5th graders; 6th – 8th graders; and 9th – 11th graders. • Hire program staff (administrative staff and teachers). • Establish an assessment process to collect and analyze longitudinal data to determine program impact on student success. • Hold an orientation for the students and their parents. • Launch the program. • Conduct an annual STEAM fair and	funding is secured. Advisory board is established. Agreements are signed with three districts to implement the STEAM program. Commitments are secured to raise $150,000 annually for three years to support the program. Program staff are contracted/hired. Program participants (students) are identified. Orientations are held for students and parents. Program is launched. Assessment process is established. Summer program is designed. Partnership agreement is signed with a university or business to hold a summer residential program. Summer program students are identified.	7/14 8/14 8/14 9/14 9/14 10/14 11/14 11/14 3/15 3/15 4/15	

		program banquet to publicly celebrate student success, recognize students' achievements, and make their learning and high intellectual performance visible. • Establish a partnership agreement with Stanford University to hold a summer residential program for the participating young scholars. • Design the summer program. • Launch the summer program. • Maintain the school year and summer programs, continuing to increase access to English Learners across California.	The STEAM fair/banquet is held. Summer program is launched. Year 2 Program is rolled out.	5/15 6/15 9/15	
September 2013	Spring 2015	4.1.5 Continue to promote California's Seal of Biliteracy. • Use CABE's diverse media to showcase districts adopting and implementing the Seal of Biliteracy. • Create incentives for districts to adopt the California Seal of Biliteracy. • Secure endorsements for the California Seal of Biliteracy from potential allies and partners, and assist them in promoting the Seal among their constituents. • Include a link to the CDE California Seal of Biliteracy information page. • Include the California Seal of Biliteracy as a data element in the design of the CABE Data Dashboard template. • Monitor and publicize data regarding the California Seal of Biliteracy (in aggregated and disaggregated forms). • Use CABE's diverse media to showcase districts adopting and implementing the California Seal of Biliteracy. • Inform legislators representing schools/districts graduating students with	District adoption of the California Seal of Biliteracy increases by 50%, based on Spring 2013 data. 20 new districts adopt the Pathways to Biliteracy Awards. A celebratory reception with legislators and policymakers is held.	5/15 5/15 6/15	Carla Herrera

		the Seal of Biliteracy of these results.			
September 2013	Spring 2016	4.1.6 In partnership with the College Board, UCOP, and California State University Chancellor and Board, support the development of approved AP online courses in languages other that English and become an online provider of these courses for English Learners. • Identify the priority courses and languages. • Establish a partnership agreement with the College Board and UCOP. • Determine the course development process and needed resources. • Develop the courses and supporting resources. • Train the course instructors. • Partner with at least 5 districts to provide their English Learners with access to the courses. • Publicize the courses with districts, students, and parents. • Offer the courses. • Monitor student progress and success. • Expand access to districts and English Learners statewide.	Partnership agreement is established with the College Board and University of California Office of the President, and California State University Chancellor and Board. Three online courses are developed. Partnership agreement is established with five districts. Three online courses are offered. 50 English Learners complete one online course.	12/14 4/15 5/15 7/15 6/16	Ramón Zavala
September 2013	Ongoing	4.1.7 Work in partnership with Californians Together on multilingual initiatives. • Identify two priority multilingual excellence projects and the leads. • Develop workplans for these two projects. • Share progress reports twice a year with the Californians Together and CABE boards.	Two priority projects are identified and leads established. Workplans are developed. Progress reports are provided to boards.	3/14 6/14 9/14	Imelda Trinklein