



# Multilingual California Project (M<sup>CA</sup>P) Year 3

Dr. Alma Castro, M<sup>CA</sup>P Director  
Jan Gustafson Corea, CAFE CEO

CABE Board Presentation

October 22, 2022

Made possible by the CDE EWIG implementation grant.





# Meet the CABE M<sup>CA</sup>P Team



**Jan Gustafson-Corea, M.A.**  
CABE Chief Executive Officer



**Rubí Flores, M.A.**  
Director, Professional Learning



**Alma Castro, Ed.D.**  
M<sup>CA</sup>P Director



**Anya Bobadilla, M.Ed**  
Professional Learning  
Specialist



**Sara Kennedy, M.A.**  
Professional Learning  
Specialist

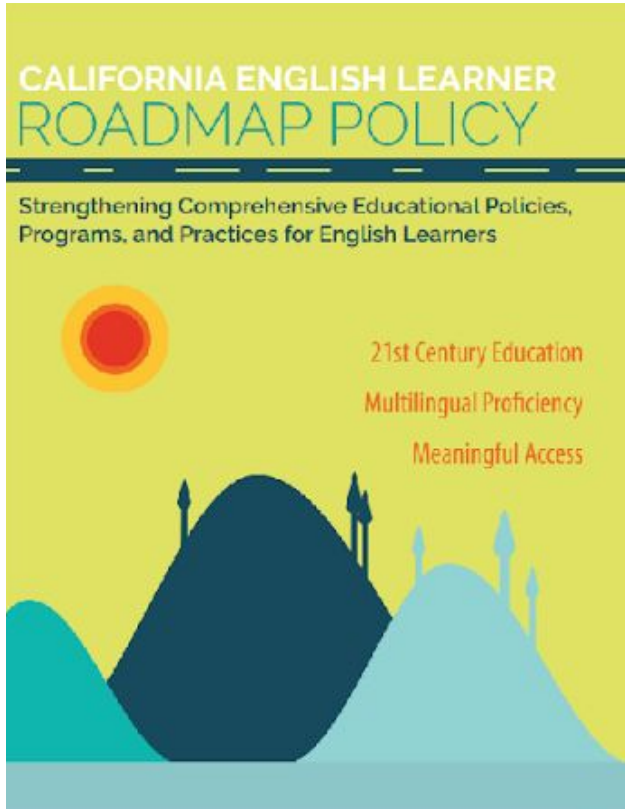


**Alexandria Ramos**  
Administrative Assistant



**Jennifer Baker**  
CABE Lobbyist

# California's English Learner Roadmap



## CALIFORNIA'S VISION OF SUCCESS FOR ENGLISH LEARNERS

English learners (ELs) fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.



# M<sup>CA</sup>P Purpose

The Multilingual California Project (M<sup>CA</sup>P) builds on a robust body of 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.

## Principle 1

### • Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different **EL strengths, needs, and identities** and support the socio-emotional health and development of English learners. Programs value and build upon the **cultural and linguistic** assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

## Principle 2

### • Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of **English proficiency**. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through **native language instruction** and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

## Principle 3

### • System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the **strengths and needs of English learners** and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the **strengths and meet the needs of English learners**.

## Principle 4

### • Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, and higher education. These pathways foster the skills, **language(s)**, literacy, and knowledge students need for college- and career-readiness and participation in a **global, diverse, multilingual, twenty-first century world**.

# M<sup>CAP</sup> Partners



The Multilingual California Project is a 3-year grant funded by the California Department of Education-Educator Workforce Investment Grant Program (EWIG)



**Holly Harding**



Chico USD  
Thermalito  
Elementary SD  
Palermo Union  
Elementary SD  
Hamilton USD  
Corning Union  
High SD

**Lisa Clark**



Golden Plains USD  
Laton USD  
Mendota USD  
Orange Center USD  
Sanger USD

**Nicole Chavez, Ed.D.**



Anaheim  
Union High  
School

**Angelica Hurtado**



Barstow USD  
Colton Joint USD  
Fontana USD  
Hesperia USD  
Redlands USD  
Rialto USD  
San Bernardino  
City USD

**Izela R. Jacobo**



South Bay USD  
Chula Vista UESD  
Jamul-Dulzura USD  
National SD  
Valley Center-Pauma USD  
Lemon Grove School  
District  
Fallbrook UESD  
Vista Unified





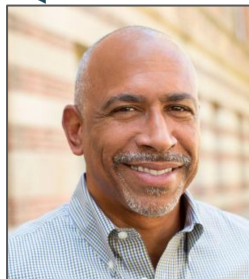
# M<sup>CA</sup>P Goals

1. **Build capacity among school leaders to implement the EL Roadmap Policy** & culturally and linguistically responsive practices.
2. **Support implementation of instructional practices** that effectively develop academic content knowledge, discipline-specific practices, **academic language, and multilingual and multiliterate proficiency.**
3. **Create a multilingual collaborative state-wide network of experts to guide systems** that support the development of effective cross-curricular, disciplinary-based instructional practices for all English Learners.
4. **Identify and emphasizing high-quality models for professional development** regarding the EL Roadmap Policy.
5. **Support the implementation, alignment, and articulation of the EL Roadmap Policy across and within school district systems.**





# M<sup>CA</sup>P Advisory Council



**Dr. Pedro Noguera**



**Dr. Patricia Gandara**



**Dr. Jim Cummins**



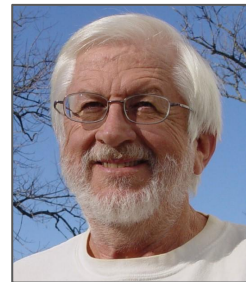
**Dr. Lily Wong Fillmore**



**Dr. Kathy Escamilla**



**Dr. Virginia Collier**

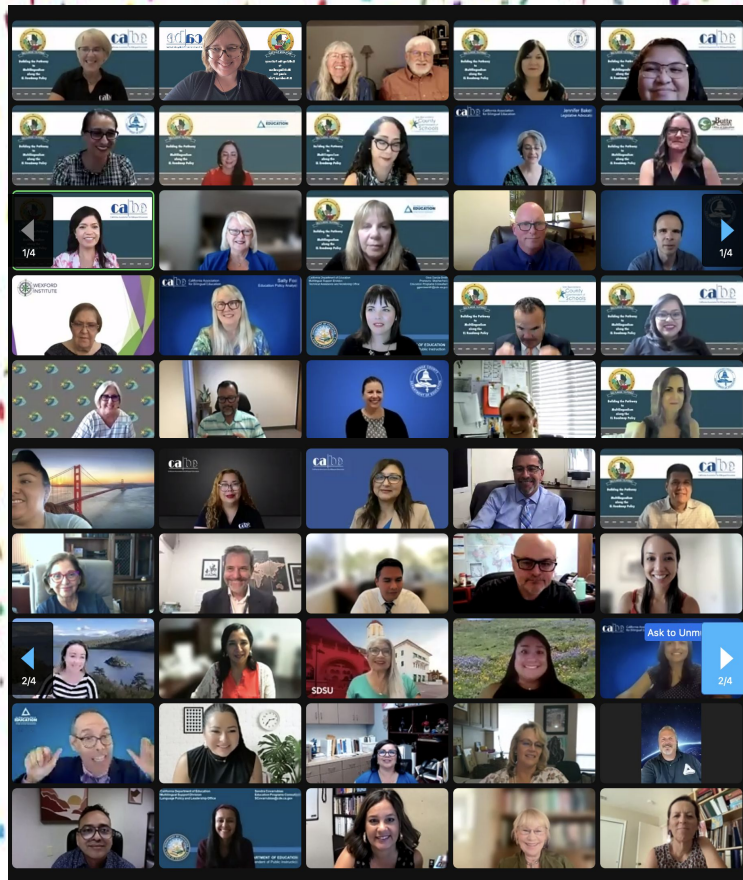


**Dr. Wayne Thomas**



**Dr. Alberto Ochoa**

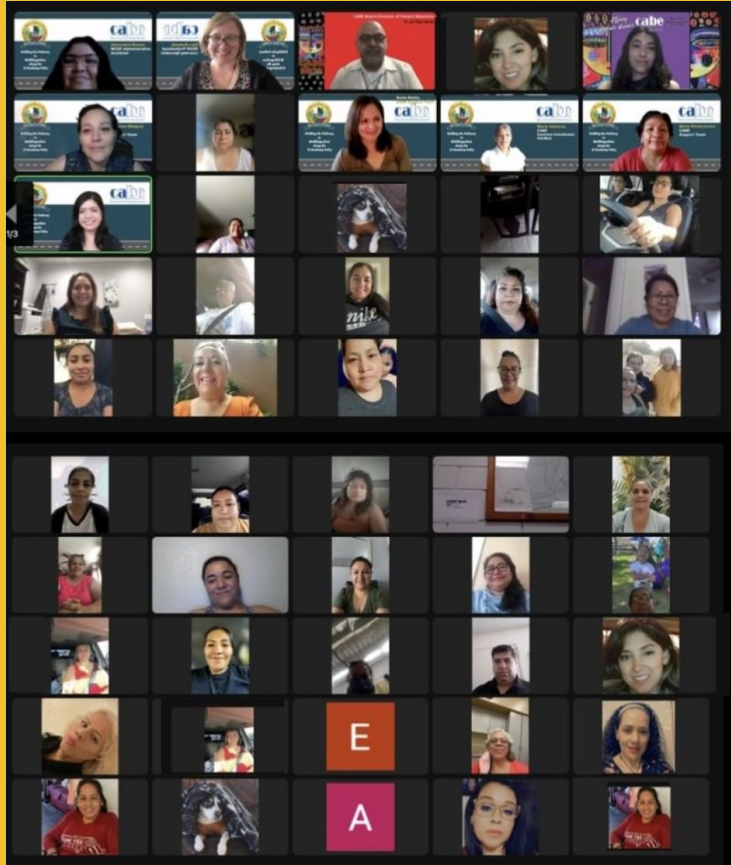




# MCAP Year 3 Summit

- September 2022
  - Keynote speakers Drs. Collier and Thomas
  - Superintendents and Leaders from 5 COEs
  - CDE Alesha Moreno-Ramirez
- Launched our Innovation offerings
- Shared updates from CDE & SDSU re: Pathways to Biliteracy & Seal of Biliteracy
- Shared other free statewide resources:
  - Early Childhood Professional Learning Series
  - Seal of Biliteracy Network
  - Refreshed digital Academies
  - Bilingual Teacher Pathway sessions by BCOE





# MCAP Innovation: Parent, Family Empowerment

- Collaboration between CABC PFE & MCAP
- Launched in October 2022 - great participation at the first 2 of our 14 modules! 100+
- Meet & Greet to build relationships with Parent Center/Family Liaisons at partner LEAs



# MCAP & BCOE Innovation: Bilingual Teacher Pathway

CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION (CABE)

**MULTILINGUAL CALIFORNIA PROJECT (MCAP)**

**Bilingual Teacher Pathway:**  
Navigating the California Bilingual Credentialing Process



**Attention, Future Bilingual Teachers!**  
CABE Multilingual California Project (MCAP) invites anyone wishing to become a bilingual teacher to join us in-person onsite or virtually via Zoom to obtain information and resources to assist with navigating the process for receiving a bilingual credential. This session highlights a flexible program that allows attendees to take online courses and receive exam support as they work towards becoming a bilingual teacher in California.



**FREE!**  
Join in person at these county offices of education or virtually on Zoom:  
November 8 | 5–7 pm | San Diego COE  
November 9 | 5–7 pm | Orange COE  
November 10 | 5–7 pm | San Bernardino CSS  
November 17 | 5–7 pm | Butte COE  
December 14 | 3:30–5:30 pm | Fresno CSS  
Made possible through the CA EWIG EL Roadmap Implementation Grant

**Register Here**  
<https://tinyurl.com/2022pathway>

 Questions? Contact Dr. Alma Castro, Director of MCAP, CABE – [mcapalliance@gocabe.org](mailto:mcapalliance@gocabe.org)

- Continued - Facilitated by MCAP BCOE
- **In person and virtual** sessions to share information on simplified steps to becoming a Bilingual Teacher
- Targeting classified staff and community members
- We need teachers for our bilingual programs - especially key in staffing shortages experienced nationally and locally



# *All MCAP Innovations facilitated by our partners & supported by MCAP team*

## EL ROADMAP PRINCIPLE 1



**FAMILY  
ENGAGEMENT  
(CABE)**



**BILINGUAL  
TEACHER  
PATHWAY  
(BCOE)**



**INSTRUCTIONAL  
STRATEGIES FOR  
PRESCHOOL  
TEACHERS OF  
DUAL LANGUAGE  
LEARNERS  
(FCSS)**



**SPECIAL  
EDUCATION IN  
MULTILINGUAL  
SETTINGS  
(SBCSS)**

## EL ROADMAP PRINCIPLE 2



**DUAL  
LANGUAGE  
TEACHER  
ACADEMY  
(CABE)**



**PROJECT  
GLAD®  
(OCDE)**



**WRITE: WRITING  
REDESIGNED  
FOR INNOVATIVE  
TEACHING AND  
EQUITY IN  
MULTILINGUAL  
CLASSROOMS  
(SDCOE)**



**LANGUAGE  
DEVELOPMENT  
THROUGH  
SCIENCE  
(USD)**





### Multilingual California Project

Building the Pathway to Multilingualism along the EL Roadmap Policy



**13,665**  
PARTICIPANTS

**Served in**  
**Year 1**  
**Stage 1**



13,251  
educators

414  
families

- 54 counties, 24 states, 8 countries
- 433 LEAs (districts and charters)
- 851 schools
- 1324 classrooms
- 33,100 students indirectly impacted

### Year 1 Deliverables



- Learning Continuity Plan
- Dual Language resources
- Webinar recordings & resources
- Translated Hmong documents



**10,210**

MCAP listserv subscribers



**25,782**

Social Media followers across  
all MCAP Alliance partners  
April-December 2020



- 2** websites to disseminate  
multilingual resources
- 9** webinars to support educators  
serving multilingual learners

**11**

online PD sessions to present  
information about the EL  
Roadmap & Toolkit and  
distance learning strategies  
for ELs



**70**

Global Seal of Biliteracy  
Candidates



### Multilingual California Project

Building the Pathway to Multilingualism along the EL Roadmap Policy



**17,303**  
Participants

**Served in**  
**Year 1, 2,**  
**2+, 3**



1,503  
Educators

184  
Families

- 39 counties
- 190 LEAs (districts and charters)
- 175 schools
- 2183 classrooms
- 54,575 students indirectly impacted

### Year 2 Notable Accomplishments



MCAP Webpage  
<https://mcap.gocabe.org/>



**14,957**

MCAP listserv subscribers



**14,619**

social media followers across  
all MCAP Alliance partners  
April-December 2020



- 8 innovations delivered synchronously
- 9 Digital Asynchronous Academies
- 8 Para-educator Webinars
- LCFF Tool to support with LCAP
- Parent & Family innovation



San Diego State University  
(SDSU)

- Bilingual Teacher Preparation Modules (IHE Convening)
- University Global Seal of Biliteracy Recipients



# SDSU International Affairs



**Dra. Cristina Alfaro**  
Associate Vice President  
of International Affairs

## University Seal of Biliteracy & Cultural Competence (USBCC)

1. Launched USBCC in Spring 2021
2. Linguistically /Culturally Multicompetent University Graduates
3. New USBCC Doctoral Program
4. Research and Implementation





**Dr. Alberto Esquinca &  
Dra. Margarita Machado-Casas**

Dual Language & English Learner  
Education Faculty

## Bilingual Teacher Preparation IHE Network

1. IHE Collaborative Network
2. Model of Teacher Preparation & Modules
3. Information gathering about Teacher Preparation Program bright spots & challenges
4. Support network: building statewide partnerships with IHEs





**Make a Difference Today!**

**Influence the System you Serve:  
Ensure Equity for Multilingual Learners**

**FREE Statewide MCAP Resources**

# FREE Professional Learning– Early Childhood Series MCAP, OCDE & FCSS

## Professional Learning Series: Connecting the EL Roadmap to the Early Childhood Settings

Outcome: Support in making explicit connections to the EL Roadmap policy and early childhood supporters, including Administrators and Educators. Each session is tailored to a specific focus - Attend one or attend all!



**Nicole Chavez**  
Ed.D.  
Administrator,  
National Training  
Center OCDE



**Christie Baird**  
Coordinator,  
Project GLAD®



**Lisa Clark**  
ELA/ELD  
Coordinator  
FCSS

### Dates:

Session 1: Thurs, Oct 13 Administrator focus

Session 2: Thurs, Dec 8 Educator focus

Session 3: Thurs, Mar 2 Application/Learning-Centered focus

Time: 3:30-4:30 pm

Registration: **FREE**



[Register Now](#)

Questions? Please contact Dr. Alma Castro at [alma@gocabe.org](mailto:alma@gocabe.org) or  
Alexandria Ramos at [alexandria@gocabe.org](mailto:alexandria@gocabe.org)

MCaP Funded by the CDE EWIG in Partnership with:

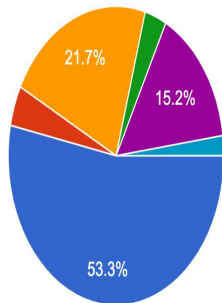


# Professional Learning Early Childhood Series:

- **486** registered
- **92** attended the first session (Admin focus)

My primary employment is with:

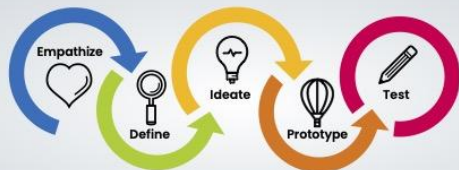
92 responses



- A school or school district in California
- A charter school or charter school organization in California
- A county office of education in California
- A college or university in California
- A non-profit, community or other organization in California
- Other educational organization OUTSIDE of California

A screenshot of a virtual meeting slide. The slide title is "Use Teaching Strategies that Support Language Development". Below the title is a bulleted list of strategies: "Use new words multiple times in different meaningful contexts", "Ask open-ended questions to encourage longer responses", "Provide teacher narration during activities", and "Encourage children to make connections between learning and their own experiences". Below the list is a statement: "These strategies can provide opportunities to teach language learning in everything children do." The slide also features a small logo for the Multilingual California Project (MCP) and a footer with the text "©2020 MCP Alliance. The Multilingual California Project is a 3-year grant funded by the California Department of Education Educator Workforce Investment Grant Program (2019)". To the right of the slide is a grid of 12 video thumbnails showing participants in the virtual meeting.





## Dual Language Design Thinking Network

The Dual Language Design Thinking Network is ready to launch once again! Please join us as we learn, collaborate, and expand our practice together as dual language practitioners in our various roles: teachers, administrators, and other leaders. Building on the last two years of collaboration of this network, our focus this year will be on building **Global and Sociocultural Competencies** within our dual language programs. New and returning members are welcome!



**CONTACT:**  
Izela R. Jacobo  
izela.jacobo@sdcoe.net



### 2022-23 MEETING DATES

ALL SESSIONS  
3 to 4:30 p.m.

Tuesday, Nov. 1, 2022

Tuesday, Dec. 6, 2022

Thursday, Feb. 2, 2023

Tuesday, April 18, 2023

Thursday, May 4, 2023



### Registration Link:

[sdcoe.k12ems.org/902-227003](https://sdcoe.k12ems.org/902-227003)

# Dual Language Design Thinking Network

Collaboration between SDCOE & CABE

Building on previous year's work, focus is on  
**Global and Sociocultural Competencies**

First session:  
**November 1st from 3:00 - 4:30pm PST.**

[bit.ly/DLDTN2223](https://bit.ly/DLDTN2223)





# ENROLL NOW



CLICK BELOW ON THE ACADEMY OF YOUR CHOICE TO REGISTER.

 <b>DUAL LANGUAGE TEACHER ACADEMY</b> <a href="#">REGISTER NOW</a>	 <b>PARENT AND FAMILY ENGAGEMENT ACADEMY</b> <a href="#">PRE-REGISTER</a>	 <b>Academia Digital de CABE para el Involucramiento de Padres y Familias</b> <a href="#">PRE-REGISTER</a>	 <b>BILINGUAL TEACHER PATHWAY</b> <a href="#">REGISTER NOW</a>
 <b>Preschool GLAD® Alive, Aloud, and A Lot of Language</b> <a href="#">REGISTER NOW</a>	 <b>OCDE Project GLAD® en español</b> <a href="#">REGISTER NOW</a>	 <b>Secondary GLAD® Shifting Practices for Secondary Classrooms</b> <a href="#">REGISTER NOW</a>	
  <b>WRITE Initiative</b> Writing Redesigned for Innovative Teaching and Equity <a href="#">REGISTER NOW</a>	 <b>Instructional Strategies for Preschool Teachers of Dual Language Learners</b> <a href="#">REGISTER NOW</a>	  <b>Language Development Through Science</b> <a href="#">REGISTER NOW</a>	 <b>Special Education in Bilingual Settings</b> <a href="#">REGISTER NOW</a>

## Digital Academies

- FREE statewide
- Asynchronous content via Canvas
- Correspond to the synchronous Innovations available for partners
- Launching **NEW Parent & Family Academies** (both English & Spanish- Winter 2023)
- These resources will remain available online beyond the end of the grant



# CABE and MCAP Invite you to join us at the MCAP Seal of Biliteracy Network

Calling all Educators who want to learn more about implementing  
or expanding the Pathways to Biliteracy, the Seal of Biliteracy at  
their schools to recognize students in PK-12



## Save the date!

Wednesday, Oct 26th | 3:15 to 4:15 p.m. PST

Register here:

[https://us02web.zoom.us/join/register/tZEtdO2tqz8uG9CvKQT\\_z-wIEcmi6ETEdBaa](https://us02web.zoom.us/join/register/tZEtdO2tqz8uG9CvKQT_z-wIEcmi6ETEdBaa)



For questions or more info, contact [mcapalliance@gocabe.org](mailto:mcapalliance@gocabe.org)

**Free network** for implementation of the  
State Seal of Biliteracy

[Register](#) for our next meeting:



# MCAP Presentations at Conferences & Meetings



Preparing a variety of presentations for administrators and/or educators to share our work more widely

- August 2022: CLSBA in Monterey
- December 2022: CSBA in San Diego
- December 2022: CABA Regional Parent, Paraeducator
- January 2023: DL Conference San Diego
- January 2023: CALSA in Monterey
- February 2023: CISC
- March 2023: CABA 2023 Long Beach

Updates shared at: CDE, BCN, Regional EL, CABTE, CABA.





# Connect with us: alma@gocabe.org



[@mcapalliance](https://twitter.com/mcapalliance)



[Multilingual California Alliance Project](https://www.facebook.com/MultilingualCaliforniaAllianceProject)



[@multilingualca](https://www.instagram.com/multilingualca)



[MultilingualCalifornia.org](https://www.MultilingualCalifornia.org)



[mcapalliance@gocabe.org](mailto:mcapalliance@gocabe.org)



Shared links & resources:  
[bit.ly/MCAPlinks](https://bit.ly/MCAPlinks)

