

Educator Workforce Investment Grant Program English Learner Roadmap Policy Implementation

ANNUAL PROGRAM REPORT

Project Title: Multilingual California Project (MCAp)	Period Covered: <u>1/1/23</u> to <u>6/30/23</u>
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- 1) **Communication and Collaboration:** When and how did coordination and collaboration with other agencies of the statewide system of support (lead agencies, County Offices of Education, Regional English Learner Specialists, the California Collaborative for Educational Excellence, the California Department of Education, etc.) occur?

The California Association for Bilingual Education (CABE) and six educational agencies collaboratively implement the Multilingual California Project (MCAp). The six agencies, also known as the MCAp Alliance, are: Butte County Office of Education (BCOE), Fresno County Superintendent of Schools (FCSS), Orange County Department of Education (OCDE), San Bernardino County Superintendent of Schools (SBCSS), San Diego County Office of Education (SDCOE) and San Diego State University (SDSU, School of International Business (SDSU-IA) and Department of Dual Language and English Learner Education (SDSU-DLE)). These partnerships began in January 2020 via an invitation from CABE. Since then, these organizations have strengthened their coordination and cross region collaboration with a shared vision and passion to serve multilingual/English language learners and families by implementing the EL Roadmap Policy.

MCAp CABE lead team Director planned and hosted the monthly planning meetings for the MCAp Alliance. These meetings serve as the main conduit for communication and collaboration of the project in addition to ongoing check in and planning meetings. MCAp also met regularly via zoom, phone calls, via email and in person. In Year 3, the MCAp Alliance planned monthly: webinars; synchronous and asynchronous professional learning opportunities; in person sharing and information sharing convenings for Stage 2+ and Stage 3 LEAs; an IHE statewide network and meetings to support and enhance statewide Bilingual Authorization programs; and developed resources which are available free to educators statewide on the MCAp website. MOUs were finalized for all partners & funds were allocated/dispensed. Each MCAp Alliance partner also held LEA team meetings to plan professional learning content, recruit educators and plan with their LEAs to disseminate information and resources to their educational communities. Information about the Stage 1-3 professional learning opportunities that MCAp offered were disseminated during ongoing meetings, via the MCAp Alliance designed website and through a network of social media platforms hosted by MCAp and also by each MCAp partner.

MCAp participated and collaborated extensively in statewide network meetings to support the implementation of EL Roadmap Policy. Throughout the year, MCAp presented at Bilingual Coordinator Network meetings, EL Regional Specialists meetings, EWIG and SEEWIG meetings, EL Roadmap Committee meetings, Systems of Support meetings, and COE, LEA, and respective EL networks. MCAp teams also presented at statewide conferences such as, CABE 2021, 2022, 2023, California Latino School Board Association 2022, 2023, CISC 2023, CSBA 2022, CABE Paraeducator Parent Regional Conference 2022, and the SDCOE/SDSU/BCOE Dual Language Conference 2021 & 2022. MCAp has participated in quarterly meetings with the CDE Multilingual Project Coordinator and other

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EWIG grantees to share updates on progress of the grant. MCaP has also participated in a series of special meetings addressing literacy and biliteracy development with fellow Systems of Support grantees and led by the California Collaborative for Educational Excellence (CCEE). We have also found it valuable to collaborate with our fellow grantee, and respected thought partners at Californians Together, ELRise!, to discuss and strengthen how both grants complement the implementation of the EL Roadmap Policy.

Table 1 summarizes the coordination and collaborative planning activities we carried out in Year 3 and Year 4. These activities are focused on two major objectives: 1) meetings held by CABC (the MCaP lead agency) and MCaP partners for implementation and organization planning of the project; and 2) communications centered on announcing and disseminating project activity information.

Table 1. Coordination and Collaborative Planning Activities carried out in Year 3 and Year 4.

Activity Description	Date(s) Completed	Purpose	Collaborative Teams in Year 3
MCaP CABC Team meetings	On-going January - June 2023 Meetings on a daily or weekly basis	As the lead agency, MCaP CABC Team meets on an almost daily basis to implement the goals and objectives of the project and oversee implementation of MCaP partner deliverables	5 CABC MCaP Staff 3 CABC Information Technology Staff
MCaP Alliance Partner meetings	Monthly, 3-hr meetings 1/12, 2/9, 3/8, 4/5	Hosted by MCaP CABC, partner meetings are held to disseminate information and carry out project activities	MCaP CABC = 5 MCaP Alliance Partners = 13
1-on-1 meetings with MCaP Leads	Monthly meetings held as needed January – June 2023 1 hour each	MCaP CABC holds one-on-one meetings with MCaP Alliance leads to discuss partner specific implementation and deliverables.	MCaP CABC = 5 and MCaP Alliance members = 6
MCaP Team Meetings	January-June 2023 Weekly or monthly depending on partner 160 hours	All partners are holding weekly or monthly team meetings to plan for organizational and implementation planning within their partner organization	6 MCaP Alliance Teams: BCOE, FCSS, OCDE, SBCSS, SDCOE, SDSU
Stage 2+/3 Planning meetings with LEAs	Meetings held Jan-May 2023 63 hours	Planning meetings held by MCaP Partners with their designated LEAs, LEA Superintendents, and other LEA staff about their district's participation in Stage 2+ and Stage 3 professional development activities. MCaP Alliance partners began serving 28 districts total. However, at the beginning of Year 3, we had one district that decided not to continue participating because of other district academic priorities.	Total number of districts each partner met with this year (27): BCOE = 5 FCSS = 5 SBCSS = 7 SDCOE = 9 OCDE = 1
Stage 1 Innovations planning, development and maintenance	a) January-December 60+ hours b) Planning meetings March 2023 5 hours c) Jan-March	a) Collaborative planning, development and maintenance of Digital Academy on CANVAS platform. b) Planning for Early Childhood webinar series: <i>Connecting the EL Roadmap to Early Childhood Settings</i> , developed and hosted collaboratively by MCaP CABC, OCDE and FCSS	MCaP CABC = 5 MCaP Alliance members = 6 b) MCaP Teams: CABC, OCDE, FCSS c) MCaP CABC = 5

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Activity Description	Date(s) Completed	Purpose	Collaborative Teams in Year 3
	12 hours d) March-May 12 hours	c) Planning for Biliteracy Webinar series for Educators (2 sessions): Seal of Biliteracy and Pathways d) Planning for Biliteracy Webinar series for Families (2 sessions): Seal of Biliteracy and Pathways to Biliteracy Programs	d) MCaP CABE = 5
Planning for Stage 3 Innovations and LEA Convening @ CABE 2023	Planning meetings: a) January-May Innovations=77.5 hours b) LEA Convening at CABE 2023=2 hours	MCaP CABE and Alliance Teams planned collaboratively for the continued implementation of Stage 3 Innovations in the Spring 2023 and Stage 3 LEA Convening held in March at CABE 2023 Conference.	MCaP CABE = 5 MCaP Alliance members = 6
Planning and development for specific Networks: Seal of Biliteracy, Asian Languages Roundtable, Dual Language Design Thinking, IHE Network	Seal of Biliteracy Network Jan-April 2023 10.5 hours Asian Languages Roundtable & Asian Language Institute at CABE 2023 Jan-April 2023 27 hours Dual Language Design Thinking Network Jan-March 2023 23 hours IHE Convening Feb-March 2023 6 hours	MCaP has worked on developing and hosting specific networks for advancing/supporting: IHE Collaborative, Seal of Biliteracy, Asian Languages, Dual Language Design. Planning includes reaching out to targeted stakeholders, sharing resources and supports for multilingual language programs and leading "think tank" discussions.	MCaP CABE = 5 MCaP SDSU-DLE=2
On-going MCaP Alliance email announcements: Email groups or listservs	On-going, each partner has a listserv	All partners send regularly scheduled announcements about the project to their stakeholders and networks	15,064 recipients of email announcements from MCaP
MCaP Alliance Social Media Outreach	Activity from January -June 2023 and ongoing	All partners disseminate project information via social media platforms.	Facebook followers = 15,271 Twitter followers = 15,908 Instagram followers = 2,666

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2) **Deliverables (Resources and Activities):** Add all English Learner Roadmap Policy implementation deliverables and technical assistance/training activities developed and provided to teachers, paraprofessionals, and school leaders by your organization to the table below.

Type of Resource or Activity	Date(s) Completed or Length of Activity	Major Objective	Total Number of Users or Participants	Virtual or In-person
MCaP Website	On-going updates	<p>The MCaP website widely disseminates: MCaP resources/tools, statewide webinars, professional development for targeted LEAs and other information related to the EL Roadmap Policy and multilingual education.</p> <p>Alliance partner dedicated webpages for their MCaP work (7,000+ visitors):</p> <ul style="list-style-type: none"> • MCaP BCOE webpage • MCaP SDCOE webpage • MCaP SBCSS webpage • MCaP OCDE webpage • MCaP FCSS webpage • MCaP SDSU University Seal of Biliteracy & Cultural Competence webpage 	7,000+ visitors	Virtual
Stage 1 Biliteracy Webinar Series for Educators	Jan-May 2023	This was a 2-part series, planned and presented collaboratively by MCaP CABE and SBCSS, SDCOE. Offered free statewide, this series had a goal of building awareness on implementing the seal of biliteracy.	88 unduplicated participants	Virtual
Stage 1 Biliteracy Webinar Series for Families	Jan-May 2023	This was a 2-part series, planned and presented collaboratively by MCaP CABE and SDCOE, SBCSS. This series had a goal of building awareness on the levels for the seal of biliteracy, offered free statewide.	56 unduplicated participants	Virtual
Stage 1 Digital Academies	Jan-May 2023	Free statewide, asynchronous Stage 1 Digital Academies in the areas of biliteracy and English Learner support for teachers, paraeducators and administrators, launched in Fall 2021 and continued in 2022. Nine online academies were offered (based Stage 3 Innovations developed by MCaP Alliance partners): 1) Dual Language Teacher Academy (DLTA); 2) the WRITE Initiative; 3) the Bilingual Teacher Pathway; 4) Preschool GLAD; 5) OCDE Project GLAD® en español; 6) Secondary GLAD®: Shifting Practices in Secondary Classrooms; 7) Instructional Practices for Preschool Teachers of Dual Language Learners; 8) Language Development Through Science; and 9) Special Education in Bilingual Settings. Courses require a minimum of 12 hours seat time. As of 5/30/23, there were	842 unduplicated, registered participants	Virtual

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Type of Resource or Activity	Date(s) Completed or Length of Activity	Major Objective	Total Number of Users or Participants	Virtual or In-person
		842 registered users across the 9 Digital Academies.		
Stage 3 Innovations for Educators	Jan-May 2023	8 professional learning Innovations aligned to the EL Roadmap Principles 1 & 2 were developed by MCAp Alliance partners: 1) Dual Language Teacher Academy (DLTA); 2) Project GLAD® ; 3) Preschool GLAD; 4) OCDE Project GLAD® en español; 5) Secondary GLAD®: Shifting Practices in Secondary Classrooms; 6) Language Development Through Science; 7) the WRITE Initiative; and 8) Special Education in Bilingual Settings.	141 unduplicated participants 88 unduplicated participants earned digital badges	Virtual
Stage 3 LEA Convenings	3/23/23 4/5/23	This is a companion activity to Stage 3 Innovations listed in row above. Educators from 7 targeted districts (of the 27 committed to participating in Stage 3 activities) also attended three LEA Convenings for deeper implementation of the innovations and liberatory design framework. The Convenings were facilitated by the MCAp Alliance to help Stage 3 LEA/District Teams with their implementation of the EL Roadmap Policy, application of the Liberatory Design approach, their systemic implementation of the MCAp Innovation(s); and alignment of learning goals in school contexts for multilingual learners.	20 unduplicated participants	Virtual
Stage 3 Innovation for Parents/Families	1/25/23 2/8/23 2/22/23 3/8/23 4/19/23 5/4/23 5/17/23 5/31/23	The MCAp CABC team facilitated parent professional learning opportunities with a focus on the EL Roadmap policy and parent empowerment and leadership. Families learned about the different parent committees like ELAC, DELAC and the LCAP and how parents can advocate for biliteracy programs and student supports.	148 unduplicated participants	Virtual
University Seal of Biliteracy and Cultural Competency (USBCC)	Jan-June 2023	The MCAp SDSU-IA developed and launched the University SEAL of Biliteracy and Cultural Competency (USBCC), formerly known as the Global Seal of Biliteracy. San Diego State University (SDSU) students earn this seal by participating in cultural and linguistic immersion experiences and demonstration language proficiency through standardized testing in a language other than English. A total of 78 (73 undergraduate and 5 graduate/doctoral) SDSU students have earned the USBCC.	78 SDSU students earned the USBCC	In-person and virtual
IHE Convening	March 2023	MCAp CABC in collaboration with SDSU convened IHE meetings to bring together IHE and COE partners in seeking greater collaboration and networking opportunities.	5 unduplicated participants	Virtual
Seal of Biliteracy Network	Jan-June 2023	MCAp Alliance developed and hosted these meetings to share new information for implementing the pathway to biliteracy.	213 unduplicated participants	Virtual

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Type of Resource or Activity	Date(s) Completed or Length of Activity	Major Objective	Total Number of Users or Participants	Virtual or In-person
		MCaP Alliance partners have shared resources and presented best practices for implementing this student recognition.		
Dual Language Design Thinking Network (DLDTN)	4/18/23 5/4/23	The Dual Language Design Thinking Network was developed and hosted by the MCaP Alliance to provide a space for educators to share resources and supports for schools who have or are planning to implement dual language programs.	186 unduplicated participants	Virtual
Asian Languages Roundtable	1/11/23 1/28/23 3/25/23 (Institute at CAFE 2023)	MCaP hosted these sessions to develop and plan professional learning opportunities for Asian language programs in California. Educators from districts and IHEs in the 5 MCaP partner regions were invited to participate.	110 unduplicated participants	Virtual and In person
MCaP presentations at statewide Conferences: -CAFE 2023 Regional Conference, - CISC - CALSA -SDSU Dual Language Conference	Jan-May 2023 24 hours total	Topics presented by MCaP Alliance members this year: <ul style="list-style-type: none"> •MCaP Digital Academies & MCaP Resources •EL Roadmap Policy: Reaching Equity for Multilingual Learners •Biliteracy Support for Multilingual Students •Multilingual Education Trends, Policy, and Pedagogy •State Seal of Biliteracy •University Seal of Biliteracy and Cultural Competence •Meeting the needs of Newcomers •Addressing the Linguistic Needs of English Learners with Disabilities •Bilingual Teacher Pathway 	Approximately 120 attendees	Virtual and in person
Information sharing at state educational meetings and presentations and/or webinars to partner COEs, LEAs/districts, and EL networks	Jan-May 2023 72.5 hours total	All MCaP Alliance members shared information or conducted presentations about MCaP activities and/or the EL Roadmap Policy at regularly scheduled meetings for EWIG, SEEWIG, CDE, Bilingual Coordinator Network meetings, EL Regional Specialists meetings, EL Roadmap Committee meetings, Systems of Support meetings, and respective EL network meetings.	Approximately 242 recipients of information	Virtual & In-person

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Year 4 (1/1/23-6/30/23)

Sites and Educators Served: Enter the number of teachers, paraprofessionals, school leaders, classrooms, schools, local educational agencies (LEAs), county offices of education (COEs), and regions served in the chart below. [N/A = not available]

Educators and Sites	K-1	2-3	4-6	7-8	9-12	Multiple grade levels reported	No grade levels reported	Total Number of Educators/Sites Served
Teachers	37	34	29	8	23	41	371	543
Paraprofessionals	2	3	0	0	1	0	57	63
Counselors	0	0	1	0	4	3	3	11
Administrators	5	1	6	3	15	97	280	407
Other (IHE and other educational partners)	0	0	0	0	0	0	254	254
Classrooms								
Classrooms	44	38	36	11	43	141	965	3689
School sites	N/A	N/A	N/A	N/A	N/A	N/A	542	542
LEAs (Districts and Charters)	N/A	N/A	N/A	N/A	N/A	N/A	542	542
COEs	N/A	N/A	N/A	N/A	N/A	N/A	38	38

Our Stage 1 and Stage 3 and 4 professional learning offerings in Year 4, served 17,008 participants (16,795 educators + 213 families) statewide. Table 4 below provides additional detail about the educators and parents/families we served in Year 4.

Table 4. Total Served - Supplementary Detail

Participants	K-1	2-3	4-6	7-8	9-12	Total Number Served
1) Total SERVED in Year 4 (Rows 1a + 1b + 1c + 1d)						17,008
1a. No role type available						15,517
1b. Self-reported role type (Rows 2+3+4+5)						1,024
1c. Other (not included in Rows 2-5)						254
1d. Parents/Families (not included in Rows 2-5)						213
2) Total Teachers served (Rows 2a + 2b)						543
2a. Self-reported, single grade level	37	34	29	8	23	131
2b. Multiple grade level or no grade level reported						412
3) Total Paraprofessionals served (Rows 3a + 3b)						63
3a. Self-reported, single grade level	2	3	0	0	1	6
3b. Multiple grade level or no grade level reported						57
4) Counselors (Rows 4a + 4b)						11
4a. Self-reported grade level	0	0	1	0	4	5
4b. Multiple grade level or no grade level reported						6
5) Administrators (Rows 5a + 5b)						407
5a. Self-reported, single grade level	5	1	6	3	15	30
5b. Multiple grade level or no grade level reported						377

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Cumulative Participant Count (Y1-Y4)

Sites and Educators Served: Enter the number of teachers, paraprofessionals, school leaders, classrooms, schools, local educational agencies (LEAs), county offices of education (COEs), and regions served in the chart below. [N/A = not available]

Educators and Sites	K-1	2-3	4-6	7-8	9-12	Multiple grade levels reported	No grade levels reported	Total Number of Educators/Sites Served
Teachers	353	255	257	97	98	78	2383	3521
Paraprofessionals	61	36	20	31	65	219	422	854
Counselors	0	0	1	0	10	12	28	51
Administrators	11	5	10	15	23	157	1064	1285
IHE and other education partners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1083
Classrooms								
Classrooms	443	369	277	363	638	2764	5136	9990
School sites	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1426
LEAs (Districts and Charters)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	491
COEs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	54

In Year 1, **13,251 educators** and **414 families** were served statewide, **17,191 educators** and **184 families** in Year 2, **16,264 educators** and **249 families** in Year 3, and **16,795 educators** and **213 families** in Year 4. **Cumulatively** over the entire project period, **64,561 participants (63,501 educators + 1,060 families)** were served across 491 LEAs and 54 COE regions.

Table 4. Cumulative Served Y1-Y4, Supplementary Detail

Participants	K-1	2-3	4-6	7-8	9-12	Total
1) Total SERVED Cumulative (Rows 1a +1b +1c +1d)						64,561
1a. No role type available						61,394
1b. Self-reported role type (Rows 2+3+4+5)						1024
1c. Other (not included in Rows 2-5)						1083
1d. Parents/Families (not included in Rows 2-5)						1060
2) Total Teachers served (Rows 2a + 2b)						3521
2a. Self-reported, single grade level	353	255	257	97	98	1060
2b. Multiple grade level or no grade level reported						2461
3) Total Paraprofessionals served (Rows 3a + 3b)						854
3a. Self-reported, single grade level	61	36	20	31	65	213
3b. Multiple grade level or no grade level reported						641
4) Counselors (Rows 4a + 4b)						51
4a. Self-reported grade level	0	0	1	0	10	11
4b. Multiple grade level or no grade level reported						40
5) Administrators (Rows 5a + 5b)						1285
5a. Self-reported, single grade level	11	5	10	15	23	64
5b. Multiple grade level or no grade level reported						1221

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3) **Goal Activity and Progress Assessment Results:** Complete the chart below to assess progress towards program goals and evaluate increased capacity to provide quality assistance and expertise to LEAs.

Describe Project Goals and Objectives	Metrics/Targets [Identified in application]	Baseline [Beginning baseline]	Year 3 Outcome	Desired outcome for 2022–23 [Identified in application]	Next Steps
(1) Participants in Stage 1: Awareness Level PD	1) 8,375 teachers 2) 625 paraeducators 3) 1,000 LEA and school leaders 4) 625 school counselors 5) 1,875 families	Baseline = 13,032 (Y1 outcome data)	Total served: 15,580 Data by role type is only available for participants that self-reported: 1) 205 teachers 2) 18 para-educators 3) 104 LEA & school leaders 4) 4 counselors 5) 90 parents/families	Serve annually: 1) 8,375 teachers 2) 625 paraeducators 3) 1,000 LEA and school leaders 4) 625 school counselors 5) 1,875 families.	Continue to provide Stage 1 professional learning opportunities that help participants implement the EL Roadmap Policy.
(2) Participation in Stage 1: Awareness Activities	90% of participants indicating resources and professional learning will help them implement ELR and identify factors inhibiting or supporting their planned action steps	Baseline = 98% (Y1 outcome data)	Of 150 responses collected from participants in the Stage 1 Professional Learning series held in Year 3, 95% agreed or strongly agreed that the content of the professional learning webinars will help them with the implementation of the EL Roadmap Policy at their school/district.	Annually, 90% of participants indicate usefulness of ELR resources and professional learning	Continue to provide Stage 1 professional learning opportunities that help participants implement the EL Roadmap Policy.
(3) Stage 2 & Stage 3 participants	TOTAL = 1,020 participants: Teachers = 480 Administrators = 240 Families = 300 LEAs = 60 Schools = 120	Stage 2 & 3 Baseline participants in Y3 = 818 Teachers = 407 Administrators = 136 Counselors = 19 District/School support staff = 46 Paraeducators = 47 Families = 163 LEAs = 28 Schools = 105	Stage 2+/3 participants in Y3 = 789 Teachers = 325 Administrators = 95 Counselors = 9 District/School support staff = 47 Paraeducators = 45 Families = 237 LEAs = 27 Schools = 246	TOTAL = 1,020 participants: Teachers = 480 Administrators = 240 Families = 300 LEAs = 60 Schools = 120	Stage 3 professional development Innovations will continue in Y3.

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Describe Project Goals and Objectives	Metrics/Targets [Identified in application]	Baseline [Beginning baseline]	Year 3 Outcome	Desired outcome for 2022–23 [Identified in application]	Next Steps
(4) Stage 2 & Stage 3 Participant Feedback on ELR training	Post Use survey of information and resources: 85% of participants indicate usefulness for Stage 2-3 Activities	Baseline = 96% collected in Y2	Of 283 responses collected from participants in Stage 2+/3 Innovations held in Year 4, 96% indicated that information from the training will be help them with the implementation of the ELR at their school/district.	Annually, Stage 2 & 3 participants feedback on EL Training = 85% indicate usefulness of ELR info and resources	Stage 3 professional development Innovations will continue in Spring 2023.
(5) Stage 3 Teacher Professional Development	Number of teachers completing online ELR courses (earning badges and micro-credentials)	Baseline June 2022 115 teacher completers receiving badges	Stage 3 PD Innovations: •Oct 2021-Jun 2022, 7 Innovations offered, 115 teacher completers receiving badges [12 with 2 or more badges] •Aug 2022-June 2023, 9 Innovations and 88 teacher completers received badges	Teachers will complete ELR courses: Y1 target: 100 teachers Y2 target: 250 teachers Y3 target: 300 teachers	Stage 3 professional development Innovations will continue online and hybrid in spring 2023.
(6) Strengthen bilingual authorization programs in project regions and increase participation in bilingual authorization programs	1) Number of programs increase each year above baseline 2) Number of participants enrolled in and completing programs at IHEs in project regions increase each year above baseline	Baseline collected in Y3 and ongoing for IHE convening	We held one IHE convening collaborative meetings with representation from 7 IHEs to understand the needs of improving teacher preparation programs in the five MCAP regions. Our MCAP SDSU team created a free handbook to support other universities in implementing the seal of biliteracy and cultural competence. The handbook will be presented at CAFE 2023 conference and is now available free digitally. MCAP will continue to present at conferences this free handbook to scale this project.	By Year 3, increase or strengthen 1) the # of bilingual authorization programs 2) the # of participants in IHEs in project regions, with	SDSU will work individually with each MCaP IHE to identify recruitment efforts. MCaP CAFE and SDSU-DLE will discuss Year 3 data collection for this goal. In Year 2, a survey was administered to IHEs; only one responded. Efforts will continue to collect this information in Spring. MCAP SDSU will continue to promote the University Seal of Biliteracy and encourage other universities to recognize students.

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Describe Project Goals and Objectives	Metrics/Targets [Identified in application]	Baseline [Beginning baseline]	Year 3 Outcome	Desired outcome for 2022–23 [Identified in application]	Next Steps
(7) Expansion of the Seal of Biliteracy in participating LEAs in PreK-12 and the University Global SEAL of Biliteracy	1) # of LEAs expanding support increase in # above baseline 2) # of LEAs issuing Seal of Biliteracy increase in # above baseline 3) # of LEAs awarding credits for heritage languages increase in # above baseline 4) # of participants in the Univ Global SEAL of Biliteracy	Y2-3 Baseline: Of the 28 LEAs committed to participate in Y2: 1 & 2) 6 issue a K-5 Seal of Biliteracy; 5 issue a 6th-8th Seal of Biliteracy and 11 issue a 9th-12th Seal of Biliteracy. 3) 2 currently have heritage language programs (Spanish, Arabic); 4 have world language programs (Spanish, French, German, Arabic, Korean, Vietnamese) 4) 14 earned Global SEAL of Biliteracy in June 2021	Of the 27 LEAs committed to participate in Y3: 1 & 2) 10 issue a K-5 Seal of Biliteracy; 7 issue a 6th-8th Seal of Biliteracy; 16 issue a 9th-12th Seal of Biliteracy. There were slight increases in Seal of Biliteracy programs over baseline/Year 2. 3) 2 currently have heritage language programs (Spanish, Arabic); 6 have world language programs (Spanish, French, German, Arabic, Korean, Japanese, Vietnamese, ASL) 4) Number of students that earned the SDSU University Seal of Biliteracy and Cultural Competence, 78 total (Awarded on June 2022=31 and December 2022=47)	By Year 3: expand Seal of Biliteracy support in participating LEAs PreK-12, and award credits for heritage languages, through interviews and artifacts. Develop and implement the SDSU University Seal of Biliteracy and Cultural Competence.	1) MCAp Alliance will develop a Biliteracy Committee in Y3 to continue discussion how to support the 27 LEAs with their work in expanding the implementation of the K-12 pathway for the Seal of Biliteracy. 2) MCAp SDSU-IA will continue to work with applicants as they works towards earning the University Seal of Biliteracy and Cultural Competence.
(8) Expansion of Biliteracy Programs	# of LEAs expanding or improving the quality of their biliteracy programs increase in # above baseline	Baseline collected in Y2 Of the 28 LEAs committed to participate in Y2: -19 have biliteracy programs -7 have world language or heritage language programs -5 have DLI programs	Of the 27 LEAs committed to participate in Y3: -20 have biliteracy programs -6 have world language or heritage language programs -7 have DLI programs	By Year 3: Increase # of participating LEAs creating and implementing their biliteracy programs -Increase # and quality of biliteracy programs, based on documentation, artifacts observations	MCAp Alliance will continue to discuss how to support the 27 LEAs with their work in expanding or improving their bilingual and biliteracy or dual language programs.
(9) Stage 2 & Stage 3 LEAs Commit to participate in MCAp	# of participating LEAs increases each year [Collected Pledge artifact from each LEA]	Baseline collected in Y2 28 LEAs committed to participate in Y2	As of 12/31/22, we have commitments from 27 LEAs to participate in Year 4.	60 LEAs commit to MCAp	Work will continue with the 27 LEAs that committed to participate in Spring 2023.

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Describe Project Goals and Objectives	Metrics/Targets [Identified in application]	Baseline [Beginning baseline]	Year 3 Outcome	Desired outcome for 2022–23 [Identified in application]	Next Steps
(10) Stage 3 LEAs initial implementation of ELR	# of participating LEAs creating and beginning to implement their ELR increase each year above baseline [Target: 60 LEAs total]	Baseline collected in Y2 28 LEAs implementing the ELR	<p>Stage 3 Innovations continued in Y3. All 27 LEAs committed to participate in Y3 continued their implementation of the ELR.</p> <p>Teachers and administrators that complete Stage 3 Innovations in May 2023 responded to an end of training survey. 58 respondents rated their level of adoption of the EL Roadmap Policy in their classroom/school: 22% rated themselves at the level 2-learning stage, 33% at the level 3-understanding and applying stage, 17% at the level 4-familiarity and confidence stage, and 15% rating themselves at highest levels of adoption. The mean rating for the 58 respondents, was 3.1, suggesting that most participants are beginning to understand the EL Roadmap and how the EL principles can be applied in their classroom/school.</p>	60 LEAs implement the ELR	Stage 3 Innovations 2022-23 will conclude in Spring 2023. We will collect additional responses from teachers and administrators on their level of implementation of the EL Roadmap Policy.
(11) Stage 3 LEAs Level of Implementation of each ELR Principle	Level of implementation as measured by: 1) Each ELR Principle on ELRSRR 2) At least 5 elements on the Professional Learning System Review (PLSR) 3) CBAM Levels of Use	Baseline collected in Y3 for implementing the ELR.	Educators from 7 targeted districts (of the 27 committed to participating in Stage 3 activities) attended three LEA Convenings for deeper implementation of the innovations and liberatory design framework. The Convenings were facilitated by the MCaP Alliance to help Stage 3 LEA/District Teams with their implementation of the EL Roadmap Policy, application of the Liberatory Design approach, their systemic implementation of the MCaP Innovation(s); and alignment of learning goals in school contexts for	By Y3: teachers and administrators have changed practices to implement the ELR based on self-assessments	We will administer the CBAM-adapted Pre-Post survey once more in Spring 2023 in an attempt to capture additional responses.

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			<p>multilingual learners. Pre-surveys were administered in Fall 2021 and post surveys were to be administered in June 2022. We were unable to collect matched pre-post surveys since convenings were attended by different members of district teams each time. The following is self-report data about the level of adoption of the EL Roadmap Policy collected in June 2022 on the CBAM-adapted Post-Survey from 18 educators: Stage 1=Awareness = 1 Stage 2-Learning = 6 Stage 3-Understanding and applying = 5 Stage 4-Familiar/confident = 2 Stage 5-Changes in practices = 3 Stage 6-Creative application = 1</p>		
(12) Schools in Stage 3 LEAs implement their ELR innovation and increase their level of implementation each year	Level of implementation: # of schools in Stage 3 LEAs implementing their ELR innovation: CBAM adapted survey for ELR levels of use (LOU), CBAM Level 4 or higher, increase each year above baseline	Baseline collected in Y2 100% (N=52) of schools in targeted Stage 3 LEAs are in the implementation phase of their ELR Innovation.	Teachers and administrators that complete Stage 3 Innovations in May 2023 responded to an end of training survey. Of 56 respondents, -71% are implementing the Innovation strategies and approaches learned from the Stage 3 Innovations.	By Y3, at least 60% of all schools in Stage 3 LEAs implement their ELR innovation at CBAM Level 4 or higher	We will administer the end of training survey to participants that will complete the Stage 3 Innovations in Spring 2023.
(13) Stage 3 Teachers and Administrators change in mindset and level of implementation	CBAM-Adapted Survey for ELR Level of Use (LOU) of teachers & administrators: 1) change in mindset 2) level of implementation	Baseline collected in Y2 Of 10 Teachers and 11 Administrators, [on the CBAM-adapted Stage 3 Survey]: 1) 11 are moderately or very familiar with assets based mindset; 10 are slightly or not	*Only 3 respondents in April 2023; not sufficient to make comparisons On the CBAM-adapted Stage 3 Survey June 2022 (18 respondents total): 1) 10 are moderately or very familiar with assets based mindset; 8 are	Teachers & administrators show changes in mindset and levels of implementation of ELR based on teacher and administrator CBAM-adapted survey of ELR LOU	We will administer the CBAM-adapted Pre-Post survey once more in Spring 2023 in an attempt to capture additional responses.

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		familiar with assets based mindset. 2) on level of adoption of the ELR, respondents report they are: Stage 1=Awareness = 3 Stage 2-Learning = 6; Stage 3-Understanding and applying = 7; Stage 4-Familiar/confident = 3 Stage 5-Changes in practices = 1 Stage 6-Creative application = 1	slightly or not familiar with assets based mindset. 2) on level of adoption of the ELR, respondents report they are: Stage 1=Awareness = 1 Stage 2-Learning = 6 Stage 3-Understanding and applying = 5 Stage 4-Familiar/confident = 2 Stage 5-Changes in practices = 3 Stage 6-Creative application = 1		
(14) Stage 3 Teachers and Administrators Change in practices to implement ELR	Teachers and Administrators that show change in practices as measured by self-assessments: 1) CBAM tools 2) ELRSRR 3) ELRTTSA 4) MEGA Dashboard	Baseline collected in Y2 On the CBAM-adapted Stage 3 Survey, 10 Teachers (of 41 respondents total): -4 (of 10) teachers reported that the ELR Principle 1 strategies are "evident" or "very evident" in their classroom. -5 (of 10) teachers reported that the ELR Principle 2 strategies are "evident" or "very evident" in their classroom	*Only 3 respondents in April 2023; not sufficient to make comparisons On the CBAM-adapted Stage 3 Survey June 2022 (18 respondents total) only 4 classroom teachers reported on their implementation of ELR Principles 1 and 2: -all 4 teachers reported that the ELR Principle 1 strategies are "evident" in their classroom -all 4 teachers reported that there is "some evidence-working on applying what they learned" of the ELR Principle 2 strategies in their classroom	Teachers and Administrators that show change in practices as measured by self-assessments.	Stage 3 Teachers were administered a Pre-Survey with items developed using the CBAM Levels of Use, ELR and ELR Teacher Toolkit. We will administer the pre-survey once more in Y3 to capture additional responses; the post-survey will be given at the end of Y3. Teachers and administrators from the targeted LEAs will participate in LEA convenings in Y3 and may complete the ELRSRR or ELRTTSA during coaching sessions or collaborative team meetings.
(15) Project Collaboration with partner network, advisory council, CA-SS, IHE and CA networks	Collaboration level with each network or agency (based on artifacts and the Tamarack Institute Collaboration Spectrum) Increase from baseline in Y1,	Survey collected in Y3 on levels of collaboration.	Timelines for this activity were impacted by COVID. We are planning for MCaP Partners to complete a survey about their levels of collaboration in Y3/Spring 2023.	By Year 3, increase levels of collaboration (based on artifacts and the Tamarack Institute Collaboration Spectrum) with partner network, advisory council, IHE networks, other CA networks, CA Systems of School Support (e.g., EL Directors)	Plans are for MCaP Partners to complete a survey to indicate levels of collaboration in Y3/Spring 2023.

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	with target set for each agency in Y1				
(16) Project Implementation Teams (PITs) assess their capacities to facilitate their work	Using the NIRN Capacity Assessment tool, each team will 1) By Y2, set Targets set for their Team 2) By Y3, increase at least one level on the tool	Unable to collect survey data	COVID impacted project timelines and the roll out of PITs at our Stage 3 LEAs and schools. PITs met three times in Year 3 to ideate on strengthening supports for the EL Roadmap. Teachers and administrators (N=18) from 6 of the 7 targeted districts reported on the CBAM-adapted Stage 3 Survey June 2022 that their Stage 3 LEA Team has a strategic plan to implement Principle 1 of the EL Roadmap at our school.	By Y3, increase at least one level on the NIRN tool to assess their capacities to facilitate their work	PITs will be meeting during the Stage 3 LEA Convenings scheduled for Year 3. Time will be allotted for PITs to assess their capacities to facilitate their ELR work and assessing deeper implementation of instructional supports for multilingual students.
(17) MCaP (grant-produced) resources	# of grant-produced resources from each Language center & MCaP partners increase each year	Baseline = 5 Five resources were developed in Year 1: 1) <u>MCaP Website</u> – repository of all recorded professional learning webinars and ELR resources, on-going updates 2) Professional Learning webinar series, recording and resources on 6 topics related to ELs. 3) Learning Continuity Plan document, a template with sample action items for supporting English Learners.	We have developed a total of 12 resources. Two were developed in Year 3: 1) Early Childhood DLL webinar series 2) SDSU-IA developed the handbook University Seal of Biiiteracy & Cultural Competence to help IHEs develop and implement a SEAL of Biliteracy at the university level. https://www.sdsu.edu/international-affairs/events-and-initiatives/biliteracy-seal Five were developed in Year 2:	By Y3, there is an inventory of grant-produced resources	MCaP resources and webinars will continue to be developed and be posted and updated to make accessible statewide on the MCaP website.

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		4) MCaP Dual Language Resource website, repository of resources for dual language schools 5) COVID and other emergency documents translated in Hmong for districts in Butte County and available to MCaP partners 6) Handbook University Seal of Biliteracy.	1) <u>Digital Academies</u> – asynchronous professional learning online around nine topics to support multilingual students and the ELR. 2) <u>Two Para-educator Learning webinar series</u> , and resources on topics related to the ELR 3) <u>LCFF Tool</u> – Provides sample action items for LEAs to consider in response to their EL student needs as they participate in multilingual programs. 4) <u>Bilingual Teacher Prep Modules</u> - Developed by SDSU-DLE as a resource for IHE partners to strengthen their Bilingual Teacher Prep programs. 5) <u>MCaP social media presence</u> - free, statewide dissemination of resources for educators and families of multilingual learners via social media channels hosted by MCaP Alliance partners.		
(18) ELR Trainers for LEAs/Regions	# of members of District Roadmap Team who become ELR Trainers (Target: 2 from each district for a total of 20)	Baseline collected in Y3 for ELR trainers.	Stage 3 participants from the targeted LEAs will become ELR Trainers in Y3. Training will begin facilitating professional learning on the ELR and Liberatory Design during Stage 3 LEA Convenings in Y3.	By Y3, 2 District Roadmap Team members from each LEA will become ELR trainers (20 total)	EL Roadmap Policy Training will continue in Y3 for Stage 3 Participants from the targeted LEAs. Trainers will continue to implement sessions for systemic change in addressing the needs of multilingual students.

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Reviewed and Approved by:

CDE Program Monitor:	Title:	Date:
CDE Administrator:		