

CABE COMPASS PROJECT WORKPLAN

Claim/Goal 4.1 Multilingual Excellence		4.1 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.		Project Manager Claudia Lockwood	Assessment	\$\$ needed
Timeline		Action Steps	Milestones/Deliverables			
Start	Complete		Milestone (Deliverable)	Target Date		
October 2014	September 2016	4.1.1. Highlight student success data through existing and emerging technologies. <ul style="list-style-type: none"> • 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 	Work with Laurie Nesrala on highlighting programs and students in monthly blog.	Ongoing	In process	
			Ongoing	Many postings completed on Facebook and Webpage		
			Develop criteria in collaboration with	12/15		

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		<ul style="list-style-type: none"> Include the California Seal of Biliteracy as a data element in the design of the CAFE Data Dashboard template. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> Use the planned CAFE 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. 	CABE Board members and selected field members Consult with Ramon Zavala Multilingual success schools and districts are identified. Criteria are set for indicators of excellence, by consulting rubric for CAFE Seal of Excellence, to check for alignment to vision and essentials. Research other existing criteria Process is established for schools and districts identified to inform	<u>12/15</u> <u>3/16</u> <u>6/15</u> 6/16	In process completed	
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		<ul style="list-style-type: none"> • • • Inform legislators of schools/districts with excellent multilingual student achievement of these results <hr/> <ul style="list-style-type: none"> • • • • • • Develop and disseminate online briefs and webinars to publicize the connections between school/district practices and the development of high levels of multilingual achievement among students. 	<p>legislators.</p> <p>Collaborate with Californians Together, Sobrato Early Literacy, and 2-Way CABE to develop process.</p> <p>Online briefs and webinars are developed and rolled out</p> <p>Work with Laurie Nesrala and Sobrato Early Academic Literacy to identify and to develop case studies and prepare for dissemination.</p> <p>Student multilingual success stories appear in CABE website, newsletters, and other media.</p> <p>Identify individual students in collaboration with CABE Board members, Sobrato</p>	<p>6/16 and ongoing</p> <p>1/16 and ongoing</p>		
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		<ul style="list-style-type: none"> Feature student multilingual success stories through diverse CABE media (website, newsletters, etc.). 	<p>Early Academic Literacy, and other selected CABE members.</p> <p>Launch prior to CABE 2016</p> <p>Collaborate with Laurie Nesrala</p>			
April 2015-	ongoing	<p>4.1.2 Support/endorse the systemic approach to bilingual education instructional reform of <i>Sobrato Early Academic Literacy</i> as one that makes teaching and learning a public collaboration within classrooms, across classrooms, across schools, and in the community. The principles will respond to the following elements that will help stakeholders:</p> <ul style="list-style-type: none"> Know what powerful teaching and 	<p>Work with Laurie Olsen to provide information to CABE Board and develop linkages to this element of the strategic plan</p> <p>Develop a set of CABE/SEAL aligned design principles in collaboration with Laurie Olsen and</p>	September 2015	In process—building connection with SEAL project and investigating others.	12/15

		<p>learning for English Learners look like and see it exhibited regularly in and out of school.</p> <ul style="list-style-type: none"> ▪ 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. <ul style="list-style-type: none"> ▪ <ul style="list-style-type: none"> • <u>Work together</u> 	<p>Sobrato staff</p> <p>Develop a plan for incorporating design principles into work with the partnership with Baja California</p> <p>Disseminate design principles through website and other media working with Laurie Nesrala</p> <p>Develop a system for districts to share successful implementation of design principles (CABE conferences, social networking, regional events)</p> <p>Establish online focus groups consisting of stakeholders (teachers, students,</p>	<p>2/16 and ongoing</p> <p>6/16 and ongoing</p> <p>6/16 and ongoing</p>	<p>In process</p>	
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		<p>to create environments of high intellectual performance throughout the school and community</p> <ul style="list-style-type: none"> • 	<p>parents and administrators) to provide input on indicators of excellence for English Learners</p>			
Upon completion of Data Dashboard	May 2017	<p>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.</p> <ul style="list-style-type: none"> • 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 CAFE Data 	<p>Schools and districts getting excellent multilingual academic results for English learners are identified.</p> <p>Application process is developed, including commitment from both the aspiring district and the mentoring disctrict that focuses on promoting mutlilingual excelece.</p> <p>Facilitator’s agenda and PowerPoint is developed for the induction training.</p>	12/17		

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		<p>Dashboard template.</p> <ul style="list-style-type: none"> • Invite the identified districts to participate in an induction program to prepare them as mentors to aspiring districts. • Develop a facilitator's agenda and PowerPoint for the induction training. • Establish a training schedule that includes dates, locations, audiences, and presenters. • Work with CAFE staff to prepare and/or deliver the training materials to each presenter/site. • Conduct the training. • Solicit aspiring districts and pair 	<p>Induction is conducted.</p> <p>Orientation is conducted.</p> <p>Monthly meetings begin.</p> <p>These will be conducted through webinars</p> <p>Colloquium is conducted.</p>			
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		<p>them with mentor districts.</p> <ul style="list-style-type: none"> • 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. 				
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	<p>Concept paper on the STEAM program is developed.</p> <p>Design team is identified and convened.</p>	<p>12/13</p> <p>1/14</p> <p>5/14</p>	No response from Elena Ochoa Foundation	

		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.	STEAM school year program and implementation plan are designed.	6/14		
			CABE Board approves the STEAM program implementation plan.	6/14		
			Initial \$10,000 start-up funding is secured.	7/14		
			Advisory board is established.	8/14		
		<ul style="list-style-type: none"> 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 	Agreements are signed with three districts to implement the STEAM program.	9/14		
			Commitments are secured to raise \$150,000 annually for three years to support the program.	9/14		
			Program staff are contracted/hired.	10/14		
				11/14		
				11/14		

		<p>themselves, their schools and districts, and their families and communities.</p> <ul style="list-style-type: none"> • 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 	<p>Program participants (students) are identified.</p> <p>Orientations are held for students and parents.</p> <p>Program is launched.</p> <p>Assessment process is established.</p> <p>Summer program is designed.</p> <p>Partnership agreement is signed with a university or business to hold a summer residential program.</p> <p>Summer program students are identified.</p> <p>The STEAM fair/banquet is held.</p> <p>Summer program is launched.</p>	<p>3/15</p> <p>3/15</p> <p>4/15</p> <p>5/15</p> <p>6/15</p> <p>9/15</p>		
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		<p>mentors/success stories who are the potential YSP advisory board.</p> <ul style="list-style-type: none"> • 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 	Year 2 Program is rolled out.			
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		<p>(administrative staff and teachers).</p> <ul style="list-style-type: none">• 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 program banquet to publicly celebrate student success, recognize students' achievements, and make their learning and high intellectual performance visible.• Establish a partnership agreement with				
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		<p>Stanford University to hold a summer residential program for the participating young scholars.</p> <ul style="list-style-type: none"> • Design the summer program. • Launch the summer program. • Maintain the school year and summer programs, continuing to increase access to English Learners across California. 				
October 2014	Spring 2016	<p>4.1.5 Continue to promote California's Seal of Biliteracy.</p> <ul style="list-style-type: none"> • Use CAFE's diverse media to showcase districts adopting and implementing the Seal of Biliteracy. • Create incentives for districts to 	<p><u>Research and showcase examples of district/COE implementation of the Seal of Biliteracy--</u></p> <p>Work with Californians Together to determine means of incentivization</p>	<p><u>6/15</u></p> <p>6/16</p>	<p>Visited multiple sites/ongoing</p> <p>Participated in several University Seal of Biliteracy Meetings as CAFE representative</p>	

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		<p>adopt the California Seal of Biliteracy.</p> <ul style="list-style-type: none"> 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 	<p>District adoption of the California Seal of Biliteracy increases by 50%, based on Spring 2013 data.</p> <p>Identify and target non-participating districts/provide outreach</p> <p>20 new districts adopt the Pathways to Biliteracy Awards. Identify and target prospective districts through communication with BCN and use of CABE Corner. Highlight districts that have adopted multiple pathways and especially those that have received CalTog award.</p>	<p>10/16</p> <p>12/16</p> <p>1/16</p> <p>6/16</p> <p>To be determined--</p>	<p>Developing a plan in conjunction with CABE PDS to offer PD on the Seal of Biliteracy</p>	
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		<p>California Seal of Biliteracy (in aggregated and disaggregated forms).</p> <ul style="list-style-type: none"> • Use CAFE's diverse media to showcase districts adopting and implementing the California Seal of Biliteracy. • Inform legislators representing schools/districts graduating students with the Seal of Biliteracy of these results. 	<p>A celebratory reception with legislators and policymakers is held.</p>	<p>CAFE 2017? or a special event in Sacramento?</p> <p>Letters to legislators in Spring 2016</p>		
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October 2014	Spring 2017	<p>4.1.6 In partnership with the College Board, UCOP, and California State University</p> <p>Chancellor and Board, support the development of approved AP online courses in languages other than English and become an online provider of these courses for English Learners.</p> <ul style="list-style-type: none"> • 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 	<p>Initiate conversations with College Board, UCOP, and CSU representative</p> <p>Partnership agreement is established with the College Board and University of California Office of the President, and California State University Chancellor and Board.</p> <p>Three online courses are developed.</p> <p>Partnership agreement is established with five districts.</p> <p>Three online courses are offered.</p> <p>50 English Learners complete one</p>	5/17		
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		<p>courses and supporting resources.</p> <ul style="list-style-type: none"> • 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. 	online course.			
October 2014	Ongoing	<p>4.1.7 Work in partnership with Californians Together on multilingual initiative</p> <ul style="list-style-type: none"> • Identify two priority multilingual excellence projects and the leads • Develop workplans 	<p>Priority projects are identified</p> <ol style="list-style-type: none"> 1. Create list of current two-way programs throughout California <p>Develop plan/process for periodic updating</p>	<p>11/14-2/15</p> <p>7/15-10/15</p>	completed	

		<p>for these two projects</p> <ul style="list-style-type: none"> Share progress reports twice a year with CAFE and CalTog Boards 	<p>of list and interactive map</p> <p>Develop plan and process for emphasizing the power of bilingualism. This may include developing "PSAs" using community snapshots and classroom videos</p> <p>Identify those resources already developed Spotlight in CAFE Corner</p>	10/15-6/16		
			<p>2. Plan for implementation of Lara Initiative</p> <p>Attend CalTog meetings and assist as assigned</p>	11/14-6/16	In process	
			<p>3 Participate in development of English Learner Legacy and Leadership Initiative</p> <p>Chair Curriculum</p>	1/15-2/16	In process	

			Committee			
			4 Participate in development of University of Seal of Biliteracy initiative	2/15-12/16	In process	