

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	
<u>October 2014</u>	<u>September 2016</u>	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 Ongoing 12/15	In process Many postings completed on Facebook and Webpage Ongoing

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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 CABE Data Dashboard template. 	<p><u>Develop criteria in collaboration with CABE Board members and selected field members</u></p> <p><u>Consult with Ramon Zavala</u></p>	<p>12/15</p> <p>To be completed when data dashboard is ready</p>	In process	
		<ul style="list-style-type: none"> • 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. 	<p>Multilingual success schools and districts are identified.</p> <p>Criteria are set for indicators of excellence, by consulting rubric for CABE Seal of Excellence, to check for alignment to vision and essentials.</p> <p><u>Research other existing criteria</u></p> <p>Process is established for schools and</p>	<p>3/16</p> <p>6/15</p>		
				6/16	completed	

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		<ul style="list-style-type: none"> Feature student multilingual success stories through diverse CABE media (website, newsletters, etc.). 	<p><u>Identify individual students in collaboration with CABE Board members, Sobrato Early Academic Literacy, and other selected CABE members .</u></p> <p>Launch prior to CABE 2016</p> <p><u>Collaborate with Laurie Nesrala</u></p> <p>Continue to modify/refine/develop information on dual language website</p> <p>Collaborate with 2-way CABE, CDE and CAL to maintain and sustain the website information</p>	<p>11/16 and ongoing</p> <p>6/16 and ongoing</p>	<p>In process</p>	
April 2015-	ongoing	4.1.2 Support/endorse the			In process—building	

		<p>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 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. 	<p>Work with Laurie Olsen to provide information to CAFE Board and develop linkages to this element of the strategic plan</p> <p>Develop a set of CAFE/SEAL aligned design principles in collaboration with Laurie Olsen and Sobrato staff</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 (CAFE conferences, social networking,</p>	<p>September 2015- March 2016 September/ October 2016</p> <p>12/15</p> <p>2/16 and ongoing</p> <p>6/16 and ongoing</p>	<p>connection with SEAL project and investigating others.</p> <p>CABE Board members visit to SEAL site</p> <p>In process</p>	
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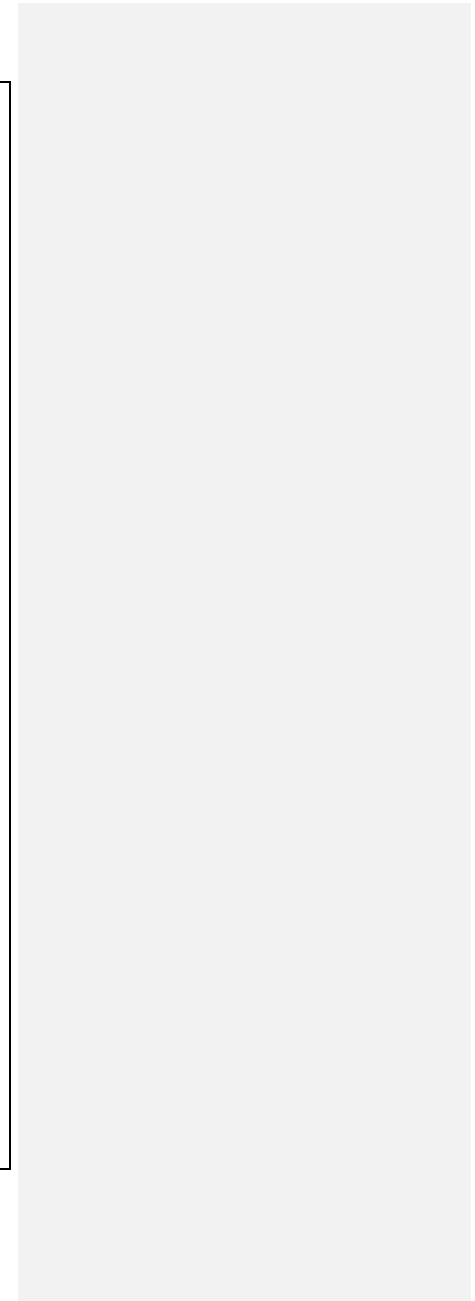
		<ul style="list-style-type: none"> ▪ Hold each other responsible for high quality teaching and learning for English Learners. ▪ Expect that for English Learners work is not done until it meets publicly agreed-upon standards of quality. <ul style="list-style-type: none"> ▪ Work together to create environments of high intellectual performance throughout the school and community 	regional events) <u>Establish online focus groups consisting of stakeholders (teachers, students, parents and administrators) to provide input on indicators of excellence</u> for English Learners	6/16 and ongoing	In process	
Upon completion of Data Dashboard	May <u>2017</u>	4.1.3 Develop and implement a district mentor process that pairs aspiriting districts with districts that provide quality services and	Schools and districts getting excellent multilingual academic results for English learners	12/17		

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		<p>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 CABE Data Dashboard template. • 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 	<p>are identified.</p> <p>Application process is developed, including commitment from both the aspiring district and the mentoring district that focuses on promoting multilingual excellence.</p> <p>Facilitator's agenda and PowerPoint is developed for the induction training.</p> <p>Induction is conducted.</p> <p>Orientation is conducted.</p> <p>Monthly meetings begin.</p> <p><u>These will be conducted through webinars</u></p>			
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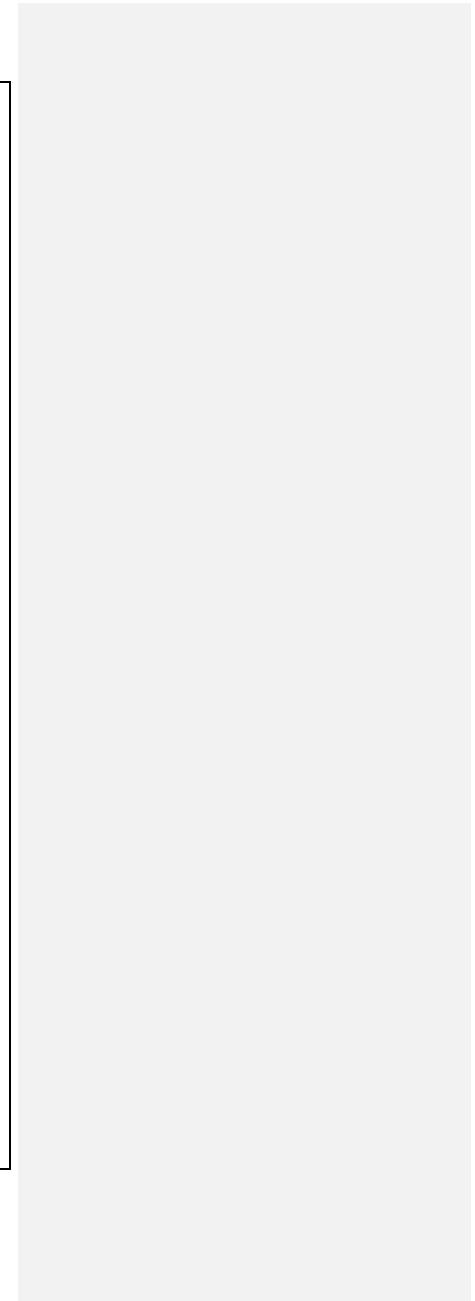
		<p>training.</p> <ul style="list-style-type: none"> • Establish a training schedule that includes dates, locations, audiences, and presenters. • Work with CABA staff to prepare and/or deliver the training materials to each presenter/site. • Conduct the training. • Solicit aspiring districts and pair 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 	Colloquium is conducted.			
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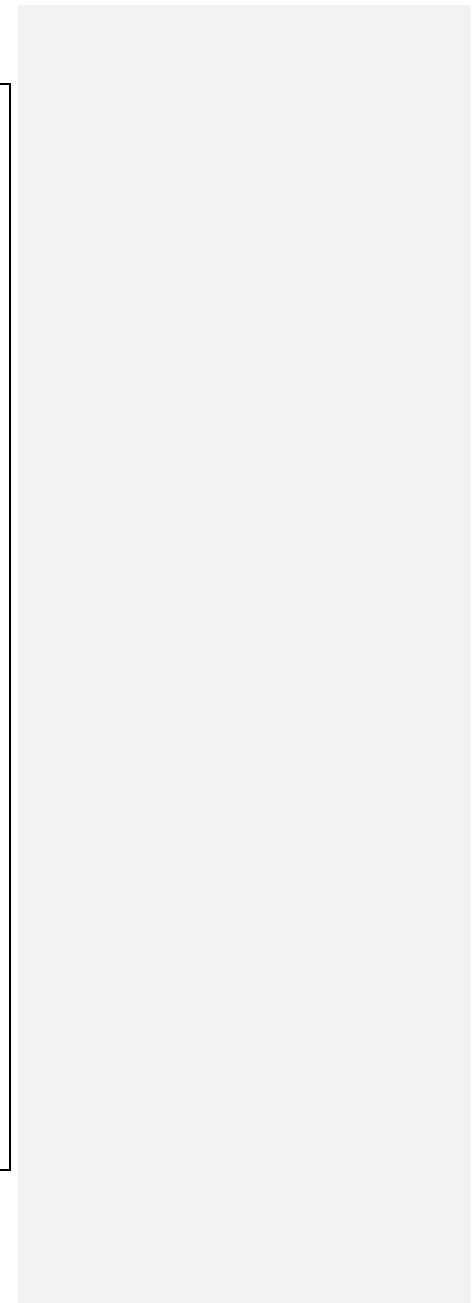
		<p>and progress.</p> <ul style="list-style-type: none"> Conduct a yearly colloquium to bring together mentor/mentee districts to share their progress and learnings and to plan next steps/goals. 				
September 2013	September 2015	<p>4.1.4 Design, launch, and support the Ellen Ochoa Young Scholars Program 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.</p> <ul style="list-style-type: none"> Develop a 	<p>Concept paper on the STEAM program is developed.</p> <p>Design team is identified and convened.</p> <p>STEAM school year program and implementation plan are designed.</p> <p>CABE Board approves the STEAM program implementation plan.</p> <p>Initial \$10,000 start-up funding is secured.</p> <p>Advisory board is</p>	<p>12/13</p> <p>1/14</p> <p>5/14</p> <p>6/14</p> <p>6/14</p> <p>7/14</p> <p>8/14</p>	<p>No response from Elena Ochoa Foundation</p>	

		<p>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 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 	<p>established.</p> <p>Agreements are signed with three districts to implement the STEAM program.</p> <p>Commitments are secured to raise \$150,000 annually for three years to support the program.</p> <p>Program staff are contracted/hired.</p> <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>8/14</p> <p>9/14</p> <p>9/14</p> <p>10/14</p> <p>11/14</p> <p>11/14</p> <p>3/15</p> <p>3/15</p> <p>4/15</p> <p>5/15</p> <p>6/15</p>		
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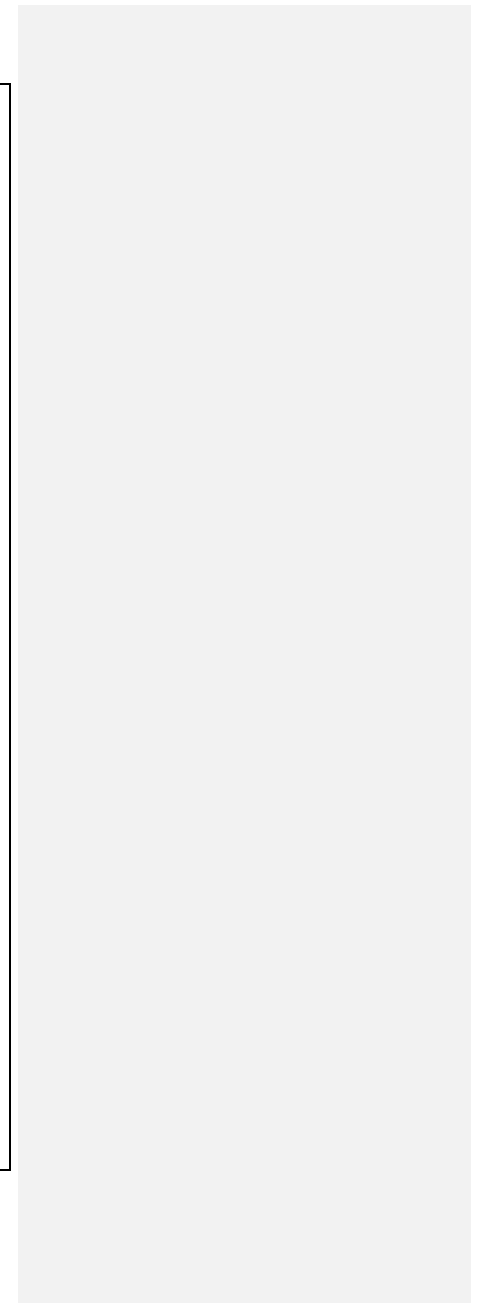
		<p>initiative.</p> <ul style="list-style-type: none"> • Develop the details of the STEAM program and its implementation. • Seek board approval. • Establish a Presidents' Council to raise the initial \$10,000 start-up funding. • Conduct an orientation for a diverse pool of STEAM mentors/success stories 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. 	<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>Year 2 Program is rolled out.</p>	9/15		
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		<ul style="list-style-type: none">• 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				
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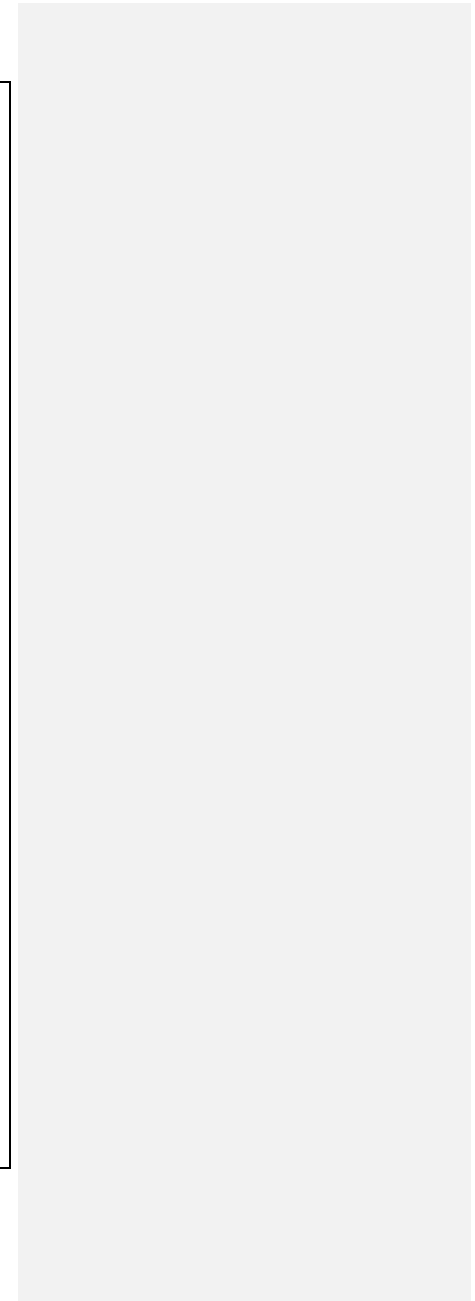
		<p>program.</p> <ul style="list-style-type: none">• Conduct an annual STEAM fair and program banquet to publicly celebrate student success, recognize students' achievements, and make their learning and high intellectual performance visible.• Establish a partnership agreement with Stanford University 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,				
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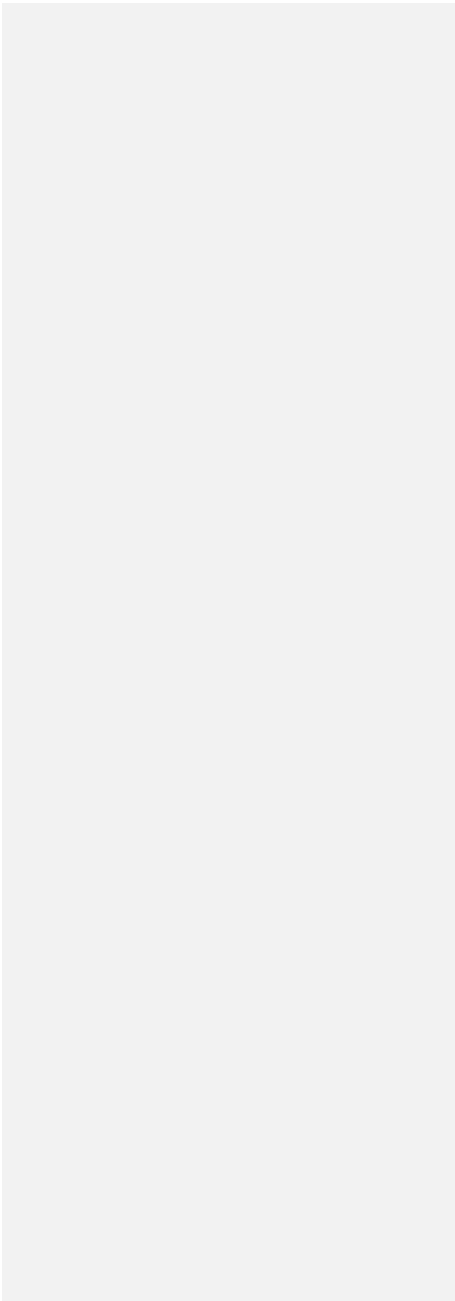
		continuing to increase access to English Learners across California.				
October 2014	Spring 2016	<p>4.1.5 Continue to promote California's Seal of Biliteracy.</p> <ul style="list-style-type: none"> Use CABE's diverse media to showcase districts adopting and implementing the Seal of Biliteracy. Create 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. 	<p>Research and showcase examples of district/COE implementation of the Seal of Biliteracy--</p> <p>Work with Californians Together to determine means of incentivization.</p> <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</p>	<p>6/15</p> <p>6/16</p> <p>10/16</p> <p>12/16-6/17</p>	<p>Visited multiple sites/ongoing</p> <p>Participated in several University Seal of Biliteracy Meetings as CABE representative</p> <p>Ongoing participation with University Seal of Biliteracy working group</p> <p>Developing a plan in conjunction with CABE PDS to offer PD on the Seal of Biliteracy</p>	

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		<ul style="list-style-type: none"> • 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 	<p>to Biliteracy Awards.</p> <p>Identify and target districts that provide Seal of Biliteracy but have not developed a pathway program</p> <p>A celebratory reception with legislators and policymakers is held.</p> <p>Work with 2-Way CABE to develop a plan for celebratory reception</p>	<p>1/17</p> <p>6/17</p>		
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		legislators representing schools/districts graduating students with the Seal of Biliteracy of these results.				
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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><u>Initiate conversations with College Board, UCOP, and CSU representative</u></p> <p>Collaborate with California Foreign Language Project to determine efficacy of this initiative and procedures to implement</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>	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. 	<p>Three online courses are offered.</p> <p>50 English Learners complete one online course.</p>			
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>2. Plan for implementation of Lara Initiative</p> <p>Attend CalTog meetings and assist as assigned</p>	<p>11/14-6/16</p> <p>6/16-11-16</p>	In process	
			<p>3 Participate in development of English Learner Legacy and Leadership Initiative</p> <p>Chair Curriculum Committee</p>	<p>1/15-2/16</p> <p>Ongoing</p>	In process	<p>Participate in all steering committee planning and all institute events. Continue to serve as curriculum committee chair.</p>
			<p>4 Participate in development of University of Seal of Biliteracy initiative</p>	<p>2/15-12/16</p> <p>12-16-Ongoing</p>	In process	

			Assist in development of pilot program including enlisting Teachers College of San Joaquin as a pilot site			
			5. Collaborate to develop plan and move legislation to alleviate/remedy the bilingual teacher shortage	6/16-6/18	In process	

