Multilingual California Project (M\textsuperscript{CAP})

Year 3

Dr. Alma Castro, M\textsuperscript{CAP} Director
Jan Gustafson Corea, CABE CEO

CABE Board Presentation
October 22, 2022

Made possible by the CDE EWIG implementation grant.
Meet the CABE M\textsuperscript{CAP} Team

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

Rubí Flores, M.A.
Director, Professional Learning

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M\textsuperscript{CAP} Director

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Jennifer Baker
CABE Lobbyist

The Multilingual California Project is a 3-year grant funded by the California Department of Education-Educator Workforce Investment Grant Program (EWIG)
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.
The Multilingual California Project (M\textsuperscript{CAP}) 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.
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M\textsuperscript{CAP} 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\textsuperscript{CAP} 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

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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 CABE 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

- 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
Multilingual California Project
Building the Pathway to Multilingualism along the EL Roadmap Policy

**Year 1 Annual Report Highlights**

- **13,665 Participants**
  - 13,251 educators
  - 414 families
  - 54 counties, 24 states, 8 countries
  - 433 LEAs (districts and charters)
  - 851 schools
  - 1,324 classrooms
  - 33,100 students indirectly impacted

**Year 1 Deliverables**

- Learning Continuity Plan
- Data Language resources
- Webinar recordings & resources
- Translated Hmong documents
- 10,210 MCAP listerv subscribers
- 25,782 Social Media followers across all MCAP Alliance partners April–December 2020

**Year 2 Annual Report Highlights**

- **17,303 Participants**
  - 1,503 Educators
  - 184 Families
  - 39 counties
  - 190 LEAs (districts and charters)
  - 175 schools
  - 2,183 classrooms
  - 54,575 students indirectly impacted

**Year 2 Notable Accomplishments**

- 2 websites to disseminate multilingual resources
- 9 online PD sessions to present information about the EL Roadmap & Toolkit and distance learning strategies for ELs
- 29 MCAP Webpage
  - https://mcap.gocabe.org/
- 14,957 MCAP listerv subscribers
- 14,619 social media followers across all MCAP Alliance partners April–December 2020
- San Diego State University (SDSU)
  - Bilingual Teacher Preparation Modules (IHE Convening)
  - University Global Seal of Biliteracy Recipients
1. Launched USBCC in Spring 2021
2. Linguistically / Culturally Multicompetent University Graduates
3. New USBCC Doctoral Program
4. Research and Implementation
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!

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 or Alexandria Ramos at alexandria@gocabe.org

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Professional Learning Early Childhood Series:

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

**My primary employment is with:**

- **53.3%**
- **21.7%**
- **15.2%**
- **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**

Use Teaching Strategies that Support Language Development:

- Use new words multiple times in different meaningful contexts
- Ask open-ended questions to encourage longer responses
- Provide teacher narration during activities
- Encourage children to make connections between learning and their own experiences

These strategies can provide opportunities to teach language learning in everything children do.
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
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/meeting/register/tZEtduZtqzGSUG5CVCQIT_z wijcm16ETEdBaa

For questions or more info, contact mcapalliance@gocabe.org

Free network for implementation of the State Seal of Biliteracy

Register for our next meeting:

https://us02web.zoom.us/meeting/register/tZEtduZtqzGSUG5CVCQIT_z wijcm16ETEdBaa

For questions or more info, contact mcapalliance@gocabe.org
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: CABE Regional Parent, Paraeducator
- January 2023: DL Conference San Diego
- January 2023: CALSA in Monterey
- February 2023: CISC
- March 2023: CABE 2023 Long Beach

Updates shared at: CDE, BCN, Regional EL, CABTE, CABE.
Connect with us: alma@gocabe.org

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Shared links & resources: bit.ly/MCAPlinks