Funded by a US Department of Education
Office of English Language Acquisition
National Professional Development Grant
• Funded through the US Department of Education Office of English Language Acquisition (OELA) via the **National Professional Development Grant Program**

• **Five-year grant** – September 01, 2021 thru August 31, 2026

• Project PROMESA is **1 of 50 Awardees across the nation**
Purpose of Grant

➢ Provide professional development to improve instruction for ELs

➢ Assist educational personnel working with ELs to meet high professional standards

➢ Improve the academic achievement of ELs by supporting pre-service and in-service training for teachers and other staff working with ELs

➢ Create regional and statewide models for effective English Learner/Multilingual instruction
CABE Project PROMESA Team

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CABE Project PROMESA Team for Parents

Gricelda Pérez
CABE, Parent Specialist and Consulate Liaison

Laura Díaz
CABE Parent Specialist
Project PROMESA Partners

Woodland Joint Unified School District – 3 Dual Immersion Schools:

- Beamer Elementary School
- Dingle Elementary School
- Prairie Elementary School

Corona-Norco Unified School District - 3 Dual Immersion Schools:

- Chavez Academy
- Harada Elementary School
- Washington Elementary School

External Evaluator
Sheila Cassidy & Rachel Saldivar
Project PROMESA Goals and Outcomes

- **Develop**
  - District and site leaders to envision and continuously work toward exemplary systems of support for biliteracy and ELs success at the school sites and district wide.

- **Create**
  - Exemplary DLI and ELD instruction for ELs through the two teacher academies

- **Engage**
  - Families in Literacy Activities & Develop Family Literacy Leaders

- **Increase**
  - Student multilingual language development and academic outcomes
Project PROMESA: Six Components

1. District and Site Leadership Academy (DSLA)
2. Dual Language Teacher Academy (DLTA)
3. English Language Development Teacher Academy (ELDTA)
4. Family Literacy and Leadership Academy (FLLA)
5. Regional DLI/EL Training and Model Sites
6. Research and Evaluation
Component 2: Dual Language Teacher Academy (DLTA)

• The DLTA provides key and current PL to support educators in their implementation of a highly effective, culturally and linguistically responsive dual language program.

• All 10 sessions will be delivered across the 5 years of the grant.

• The majority of modules for the DLTA are in Spanish to increase teachers’ academic language.
Component 3: English Language Development Teacher Academy (ELDTA)

- ELDTA modules are framed around the California English Roadmap Policy and the California ELA/ELD Standards.
- They provide clear support and guidance to teachers to understand the implications for content area and ELD instruction.
- They include a range of topics such as Integrated ELD, Designated ELD, cross linguistic transfer, translanguaging, maintaining high expectations for multilingual learners, and developing sociocultural learning objectives.
Component 4: Family Literacy and Leadership Academy (FLLA)

• Staff and families begin to have different relationships opening up a pathway of leadership and full engagement for families.

• Families participate in home-school family literacy activities.
Component 4: Family Literacy and Leadership Academy (FLLA)
Planning & implementation to create Regional Centers that model highly effective multilingual and English learner systems.
Component 5: Regional DLI/EL Training and Model Sites

Woodland JUSD

Corona-Norco USD

CALIFORNIA

PROJECT PROMESA
Promoting Rigorous Outcomes for Multiliteracy and English Learner Student Achievement
• Formative and summative data and findings, to be used in a continuous data-feedback loop to support project implementation, reporting, and planning for sustainability and replication:
  ○ Participants: surveys, questionnaires, observations, interviews, consent forms for participation
  ○ Student outcome data, student work
  ○ Evaluation and research questions about project implementation, outcomes and impact of the project
  ○ Quasi Experimental Design using student outcome data
  ○ Four GPRA measures (set by Dept of Education)
  ○ Fourteen Project-specific measures

• Identify district contact
Project PROMESA Five Year Plan

Year 1
- Grant Implementation Meeting with District Partners
- District & Site Leadership Academy
- DL/ELD PD Sessions
- DL/ELD Instructional Rounds and Coaching
- Family Literacy and Leadership Academy Implementation
- Administer Orientations/Overview of Grant
- Teacher and Parent Summit
- DL/ELD PD Sessions

Year 2
- Grant Implementation Meeting with District Partners
- District & Site Leadership Academy
- DL/ELD PD Sessions
- DL/ELD Instructional Rounds and Coaching
- Family Literacy and Leadership Academy Implementation

Year 3
- Grant Implementation Meeting with District Partners
- District & Site Leadership Academy
- DL/ELD PD Sessions
- DL/ELD Instructional Rounds and Coaching
- Family Literacy and Leadership Academy Implementation

Year 4
- Grant Implementation Meeting with District Partners
- District & Site Leadership Academy
- DL/ELD PD Sessions
- DL/ELD Instructional Rounds and Coaching
- Family Literacy and Leadership Academy Implementation

Year 5
- Grant Implementation Meeting with District Partners
- District & Site Leadership Academy
- DL/ELD PD Sessions
- DL/ELD Instructional Rounds and Coaching
- DL/ELD Instructional Leadership PD
- Family Literacy and Leadership Academy Implementation
THANK YOU/GRACIAS