Systems of Support
Enacting the English Learner Roadmap Policy
Educator Workforce Investment Grants

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How familiar are you with the four Principles of the EL Roadmap Policy?
Meet the ELRISE! team

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Meet the M^CAP Team

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SETTING THE CONTEXT

What the grant means to us now in California?
Education Policies and Impact

- **1964**: Civil Rights Act
- **1974**: Lau v. Nichols
- **1978**: CA Bilingual Bicultural Act
- **1990's**: English Only Movement
- **1998**: No Child Left Behind
- **2001**: Prop 227
- **2006**: National Literacy Panel on Language Minority Children and Youth
- **2008**: Common Core Standards adopted
- **2010**: New ELD Standards adopted
- **2014**: State Seal of Biliteracy
- **2016**: The CA ELA/ELD Framework adopted
- **2018**: Local Control LCFF
- **2019**: Prop 58 EDGE Initiative passed

**Era of building programs, practices, approaches**

**EO research, policy and accountability**

**Push back, Backlash**

**A new era emerging**
Why an English Learner Roadmap Policy

- Over 1.1 million English learners in CA’s schools
- Sixty percent of children 0-5 are dual language learners
- Remaining persistent achievement gap for our English learners
- Needed alignment with new state and federal standards – and new state policies (*local control, Prop 58, new accountability system*)
- Assets-oriented approach to English
What does CA EL Roadmap Policy do?

- The EL Roadmap is state policy in an era of local control
- A statement of intent, commitment and direction
- Intended to guide local planning, use of resources and provision of services/programs
- And to be used by all levels of the system to move in the same direction – through locally determined pathways
Comprehensive, visionary state EL policy, adopted in 2017 to guide local programs, policies and planning for English learner success especially now... in response to the challenges of the COVID-19 pandemic.
A Time for EL supports

EL RISE! And M^{CAP} were designated to
● support implementation of the California English Learner Roadmap Policy
● partner with county offices of education and districts across California.

$10,000,000 has been awarded for our organizations to step out into the state around the implementation of the EL Roadmap and issues of equity and multilingualism!
- Building widespread awareness and foundational understanding of the EL Roadmap policy’s vision, mission and principles.
- Developing the capacity of county offices of education to support LEAs to improve programs and services for English Learners
- Emphasizing and addressing the preschool through higher education vision of the EL Roadmap
- Tailoring the implementation of the EL Roadmap by facilitating local planning processes and shaping professional learning options to build capacity
- Focusing on local planning efforts through which cross-role teams and leadership, inclusive of parents and families, develop shared understanding of the EL Roadmap
- Strengthening data and progress monitoring systems to provide transparency into English Learner/dual language achievement, and to serve as the foundation for continuous improvement.
- Designing delivery mechanisms and special content to support educators in the need to build capacity for distance learning, hybrid instructional delivery and online learning.
Overview
Educator Workforce Investment Grants
Who is the Multilingual California Alliance Project?

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

**M\textsuperscript{CAP} Purpose**

- **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.
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} Stages**

**Goals of who we will serve:**

- **STAGE 1:** 12,500
- **STAGE 2-4:** 1,200
- **Goal to serve by Year 3 up to:** 60 LEAs

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**Stage 1**

**AWARENESS**

- English Learner Roadmap Principles 1, 2, 3, 4
- This digital stage is designed to develop knowledge and expertise of the EL Roadmap principles and elements

- **Launch, Superintendent Forum, Multilingual CA Campaign, Website, Resources, Social Media**

**Stage 2**

**INITIAL IMPLEMENTATION**

- English Learner Roadmap Principles 1, 2, 3, 4
- This hybrid learning stage is designed to support LEA’s in implementing Principle 1 and 2 Innovations

- **Regional Summits, Liberatory Design Intro & Framing, Innovations PD, Coaching, PLNs**

**Stage 3**

**SYSTEMIC IMPLEMENTATION**

- English Learner Roadmap Principles 1, 2, 3, 4
- This hybrid learning stage is designed to support LEA’s in spreading Principle 1 and 2 Innovations through Liberatory Design

- **Regional Summits, Liberatory Design Deeper Implementation, Innovations—aligned to LD PD, Coaching, PLNs**

**Stage 4**

**SUSTAINABILITY**

- English Learner Roadmap Principles 1, 2, 3, 4
- This hybrid learning stage is designed to support LEA’s in scaling and sustaining Principle 1 and 2 Innovations through Liberatory Design

- **Replication Liberatory Design Framing, Innovations PD, Coaching, PLNs**

- **Teachers, Administrators, Counselors, Parents/Families COEs, IHEs**

- **April 2020 - June 2023**

- **September 2020 - June 2023**

- **September 2021 - June 2023**

- **September 2022 - June 2023**

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Equity work often lacks an intentional & powerful approach to creating actionable change.

Design can fail to address root causes of inequity & can reproduce inequitable power relationships.

Source: National Equity Project
Liberatory Design Mindsets - Our Framing

Practice Self-Awareness
- Reflect on how we frame and design.
- Identify and acknowledge biases and values.

Share, Don't Sell
- Share research, evidence, and personal stories.
- Build trust through openness.

Bias Towards Experimentation
- Embrace the complexity of outcomes.
- Be open to learning and growth.

Recognize Oppression
- Acknowledge the intersections of oppression.
- Work to dismantle systemic barriers.

Seek Liberatory Collaboration
- Foster diverse perspectives and solutions.
- Collaborate for equitable outcomes.

Catalyze Opportunities to Transform Power
- Explore and disrupt power dynamics.
- Build coalitions for change.

Attend to Healing
- Acknowledge and address harm.
- Support emotional and relational healing.

Focus on Human Values
- Prioritize human needs and values.
- Design with empathy and understanding.

Embrace Complexity
- Understand the interconnectedness of issues.
- Approach problems with nuance.

Build Relational Trust
- Foster trust through transparency and consistency.
- Maintain relationships as a foundation.

Work with Our Fear and Discomfort
- Acknowledge and work through fear.
- Continue learning and growing together.

Source: National Equity Project
<table>
<thead>
<tr>
<th><strong>Past Webinars</strong></th>
<th><strong>DATES:</strong></th>
<th><strong>PRESENTER/S:</strong></th>
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<tbody>
<tr>
<td><strong>Supporting English Learners in the Rural Setting</strong></td>
<td>11/4</td>
<td>SBCSS, BCOE, FCSS Angelica Hurtado, Lisa Clark, Holly Harding</td>
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<tr>
<td><strong>Designated and Integrated SLD with GLAD® en español Pictorial Input Chart</strong></td>
<td>11/18</td>
<td>OCDE - Diana Hernandez, Omar Guillén</td>
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<tr>
<td><strong>Using an Equity Lens for Writing Instruction</strong></td>
<td>12/2</td>
<td>SDCOE - Izela Jacobo, Dr. Julie Goldman</td>
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</table>
Regional Summits

- Orientation: All Regions together with District and Site Leaders from selected LEAs and our IHEs
- Per Region: District and Site Leaders and Teachers
M^CAP INNOVATIONS

- Framing in Liberatory Design—Equity Centered
- CABE & COE led Innovations aligned to EL ROADMAP Principle 1 and 2’
- University Seal of Biliteracy—implement across CSU system, growth to other university systems

<table>
<thead>
<tr>
<th>English Learner Roadmap Principle 1</th>
<th>English Learner Roadmap Principle 2</th>
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<tbody>
<tr>
<td>Asset- Oriented and Needs Responsive Schools</td>
<td>Quality Instruction and Meaningful Access</td>
</tr>
<tr>
<td>•Parent/Family Engagement (CABE, PIQE)</td>
<td>•Project GLAD® (OCDE)</td>
</tr>
<tr>
<td>•Dual Language Learners (DLL) Cradle to Career (FCSS)</td>
<td>•Dual Language Teacher Academy (CABE)</td>
</tr>
<tr>
<td>•Special Education Identification and Implementation in Multilingual Settings (SBCSS).</td>
<td>•WRITE (SDCOE)</td>
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<tr>
<td></td>
<td>•Language Development through Science (USD)</td>
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<tr>
<td></td>
<td>•Integrated/Designated ELD and Biliteracy Models (All)</td>
</tr>
</tbody>
</table>

Each participating LEA will select Professional Learning Innovations from each column- Principal 1 and Principal 2. Innovation Networks provide LEA’s support and opportunities for collaboration.
SDSU Global Seal of Biliteracy

ATTENTION IB MAJORS

Do you currently have an advanced level of Spanish (3 years of study or equivalent)?

Expected graduation in 2021?

Are you interested in an official certification to verify your language proficiency to future employers (FREE OF CHARGE)?

WHY?
Showcase your Spanish language proficiency
Awarded as a digital badge for future academic and employment purposes
Free of cost
Exclusive opportunity to IB Majors with advanced Spanish language skills

Sponsored by

Questions?

Maribel Franco, mfranco@sdsu.edu
International Business Program

Dr. Cristina Alfaro, Professor
Dra. Machado Casas, Professor
Since we know that disturbance is required for change and there is no doubt that disturbance is happening as we speak, the question is, are we willing to use this opportunity to create the kind of educational system we want? We have learned that if we are going to change a system, we as individuals first have to SEE what the system is producing, then we have to ENGAGE with others to design something different, and finally we have to ACT.

-Hugh Vasquez, National Equity Project
For more information on the MCAp professional learning opportunities please contact

Dr. Alma Castro, MCAP Director  
alma@gocabe.org

Alexandria Ramos, Administrative Assistance  
alexandria@gocabe.org

Anyá Bobadilla, Professional Learning Specialist  
anya@gocabe.org

You may also contact your COE Office
California Department of Education - An Educator Workforce Investment Grant

ELRISE!
ENGLISH LEARNER ROADMAP IMPLEMENTATION
FOR SYSTEMIC EXCELLENCE

Martha Hernandez, Executive Director
Californians Together

Dr. Margarita Gonzalez-Amador
Project Administrator

October 29, 2020
Supporting the Implementation of the EL Roadmap through ELRISE!

ENGLISH LEARNER ROADMAP IMPLEMENTATION FOR SYSTEMIC EXCELLENCE
A collaboration of Californians Together, LMU-Center for Equity for English Learners, SEAL, and 20 County Offices of Education to:

• Increase educator knowledge of the CA English Learner Roadmap
• Build skills and strategies for implementing evidence based practices
• Support development of shared vision and priorities for local planning
• Promote design and sustainability of research-based language acquisition programs, including dual language programs
• Develop local policies and LEA systems focused on EL needs
• Strengthen COE capacity to support LEAs for EL success
Collectively serve 76.7% of the English learners in California

Cover all major geographies and contexts in state

Key players in the CA System of Support

All have Teacher Toolkit Trainers
Differentiated levels of involvement in EL RISE!

**Anchor COEs**
Los Angeles, Tulare, Sacramento, Yolo

**Partner COEs**
Contra Costa, Kern, Santa Clara, Santa Cruz, San Mateo, San Diego*, Riverside, Ventura

**Participating COEs**
Butte, Imperial*, King, Merced, Orange, San Joaquin, Solano, Stanislaus

All will be part of an EL RISE! Statewide Network
(share tools, resources, experiences)
ELRISE! Additional Partners

San Diego County Office of Education
EL Data Dashboard/progress monitoring for Anchors and Partner COEs, and website and online offerings

Imperial County Office of Education
ELs with Disabilities

National Resource Center for Asian Languages
Asian language teachers in dual language/bilingual

Evaluator: Pete Goldschmidt, CSU Northridge
Approach to Professional Learning and Support

Flexibility in delivery approaches in 2020-2021

- EL Roadmap Aligned LCAP Toolkit Workshop
- IHE/Teacher Education Programs
- Superintendents Forum
- Study Guides/Webinars on new CDE Publication
- ELR 101 for School Board Session
- Meeting the Needs of Long Term English Learners
- Designated and Integrated ELD Strand/Institute for Secondary Teachers

- Meeting the Needs of Newcomers
- Elementary ELD for Teachers and Administrators
- ELR 101 for Parents/Families (Spanish)
- Dual Language Program Institute for Administrators/Leaders
- NRCAL – modules and conference for Asian language BLAD teachers
- Technical assistance in implementing EL Data Dashboards (SDCOE)
County Office of Education English Learner Roadmap Reflection Tool
How does the EL Roadmap policy fit into the System of Support?

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"The primary audience for the guidance document is the state’s LEAs and technical assistance providers, including county offices of education. But every parent, professional educator and agency involved in educating English learners are also intended audiences. Although these agencies and individuals play different roles in supporting California’s educational system, the CA EL Roadmap signals that serving English learners is a central responsibility of each and every educator."

"Implementing the CA EL Roadmap will require... county offices of education to support and build the capacity of local educators through well-leveraged resources for improvement and a clear focus on strengthening practices and outcomes for English learners within the context of LCFF/LCAP."

Imagine, reflect..... what would a County Office of Education look like and be doing if it were fully engaged in playing its role in implementing the CA English Learner Roadmap?
Principle One: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different English learner 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.

What would a County Office of Education look like and be doing if it were fully engaged in implementing this Principle?
The Reflection Tool

### PRINCIPLE #1: ASSETS-ORIENTED AND NEEDS-RESPONSIVE

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Examples</th>
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</table>
| 1.1 We look upon, value and work to create schools in which English learners’ languages and cultures are viewed as assets. | - We are informed about the languages and cultures in our communities, schools and LEAs.  
- OBE policies and messages affirm diversity and equity (e.g., languages and cultures celebrated on the walls of the OBE, vision statements, etc.).  
- We provide mechanisms and personnel to translate/communicate in various languages - and our materials are available multilingually.  
- Cultural Responsiveness training is provided to employees and is an ongoing consideration in practice in our OBE, with the goal for it to be embedded in the culture of the OBE.  
- Our services and supports for educators emphasize an assets-oriented perspective.  
- Educators and LEAs are provided multiple supports by our OBE (e.g., professional learning, resource materials) to become more assets-oriented and culturally responsive.  
- We have initiated or support programs and services that honor students and schools for skills and activities showcasing bilingual and multicultural proficiency (e.g., Seal of Bilinguality, “My Name/My Identity” campaign).  
- Announcements about school activities are in multiple languages. |
| 1.2 We are aware and responsive to different types/needs within EL population. | - We are aware of and our supports for LEAs are responsive to the different typologies of EL students (e.g., newcomer, Long Term English Learner). |
| 1.3 The socio-emotional needs/issues of English learners are understood and get attention in our work. | - Including attention to immigrant student issues, connections and culture shock for newcomers, refugees, legal/illegal status within local EL community, the affective impacts of not being proficient in language of the classroom/school, identity issues for dual-language and bi-cultural students – and the impacts of all of this upon their involvement, participation and success in school. |

**Add additional examples**
ELRISE!
Response to
Distance and Hybrid
Learning

Resources from our 2020 Fall Webinar Series

In response to the challenges of serving English Learners during the pandemic, ELRISE! offered three webinar series for administrators and educators.

Fall Webinar Series for Administrators
This series was designed to address the immediate needs of school leaders and administrators in opening schools with a focus on meeting the needs of English learners in distance learning.
  - Developing Learning Continuity and Attendance Plans that Embrace our English Learners
  - Reopening School with Distance Learning: Embracing Our English Learners
  - Supporting Families and Knitting Strong Home-School Partnerships in Pandemic Era Tuesday

Beginning the Dual Language Journey in Distance Learning
Contexts: A Fall Webinar Series for K/1 Teachers
  - Part I: Partnering with Families in the First Month of Dual Language Programs K/1
  - Part II: Planning for Bilingual in Distance Learning: Spanish Dual Language Programs K/1

Meeting the Needs of English Learners in Distance Learning
This Fall webinar series for educators K-6, is designed to address the immediate needs of teachers in meeting the needs of English learners in distance learning/hybrid schooling contexts.
  - Welcoming, Inclusive and Affirming Classrooms for English Learners
  - Critical Conditions for English Learners in Distance Learning
  - Creating and Sustaining Family Partnerships in Distance Learning

Tool #1 for Reopening Schools with English learners at the Heart

**EL RISE! Reflection and Planning Tool for Administrators**
“Reopening Schools with English learners at the Heart” webinar

<table>
<thead>
<tr>
<th>Best practices for English learners in Distance Learning, Hybrid Learning</th>
<th>EL Roadmap Principle*</th>
<th>Examples of Actions</th>
<th>Where it fits in the LCP Template</th>
</tr>
</thead>
</table>
| Create schedules and resource allocation plans targeting resources to and prioritizing students with greatest needs—including English learners – including additional learning time, in person assistance, ensuring provision of designated and integrated ELD | 2                     | Use data and assessments to determine which subgroups of English Learners may be most vulnerable (e.g., LTEL, newcomers) and develop services specifically around their needs
Dedicated Designated ELD time in all delivery models, and Integrated ELD in all delivery models
Extra periods for small group designated ELD
Targeted instructional support for students who have experienced learning loss through: learning hubs, individual tutoring, small group instruction, time set aside for assessing English proficiency, etc.
Extended learning enrichment sessions in home language | Continuity of Learning: In-person instructional offerings, and Distance learning
Pupil Learning Loss |
Meeting the needs of English learners in distance learning requires attention to critical conditions that together support and engage this student group in a schooling experience that builds language, provides access to the curriculum, connects students to their peers and to relevant learning, embraces their participation and honors their identities. These Critical Conditions for English Learners in Distance Learning are based upon decades of research on effective practices for English learners and are a response to the charge to implement California’s comprehensive English Learner Roadmap policy amidst the challenges of a pandemic. As teachers and students alike face the unprecedented unpredictability of teaching and learning through shifting structures, locations, and mixtures of distance and “brick and mortar” schooling dictated by health concerns, it is our hope that these Critical Conditions provide some guidance and grounding for planning supportive and appropriate instruction for this vulnerable and often marginalized population.
Upcoming

English Learner Roadmap Aligned LCAP Toolkit Workshops

This interactive workshop will help LEA teams design an LCAP that is aligned to the research-based CA English Learner Roadmap policy and focuses on identifying actions, services, programs, and resources that ensure equitable opportunities and outcomes for English Learners. Participants will engage with the resources included in the Toolkit and explore the ways they might be used to identify and analyze the needs of their English Learners. Alignment with EL Roadmap principles and elements will be highlighted.

Specifically, the English Learner Research Aligned Rubrics will be reviewed to understand how they can be used as a tool to:

1. analyze the strengths and limitations of their proposed English Learners programs and services in their existing LCAP
2. prioritize focus areas to refine and bolster future annual LCAP development, refinement, and updates.

Moreover, the training will help LEA teams to identify the pitfalls inherent in the Dashboard data that mask the achievement of ELs, and more effectively understand the achievement and status of their ELs.

For more details, please contact Dr. Margarita Gonzalez-Amador, ELRISE Project Administrator at margarita@californians(together.org

1/12/2020 and 1/12/2020

1/12/2021 and 1/19/2021

1/14/2021 and 1/21/2021

1/22/2021 and 3/10/2021

1/26/2021 and 2/12/2021

2/4/2021 and 2/11/2021

3/2/2021 and 3/10/2021

2/19/2021 and 2/23/2021
EL RISE! is a momentum-building, support system to help English learning students thrive and lead in a culturally diverse global world. EL RISE! helps students in the following ways:

- **EL RISE! Website**
- **English Learner Roadmap Resource Hub**
For more information about ELRISE! professional learning opportunities contact:

Dr. Margarita Gonzalez-Amador, Project Administrator  
Victoria Weiss, Project Specialist  
info@elroadmap.org  
or  
Your County Office of Education

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@CaliforniansTogether
Reflection

Based on the presentation today:

- What resonated with you about the two EWIG projects & what resources would best support your LEAs?