

ELRISE!

ENGLISH LEARNER ROADMAP IMPLEMENTATION
FOR SYSTEMIC EXCELLENCE



Systems of Support

Enacting the English Learner Roadmap Policy

Educator Workforce Investment Grants

Jan Gustafson-Corea
CABE Chief
Executive Officer

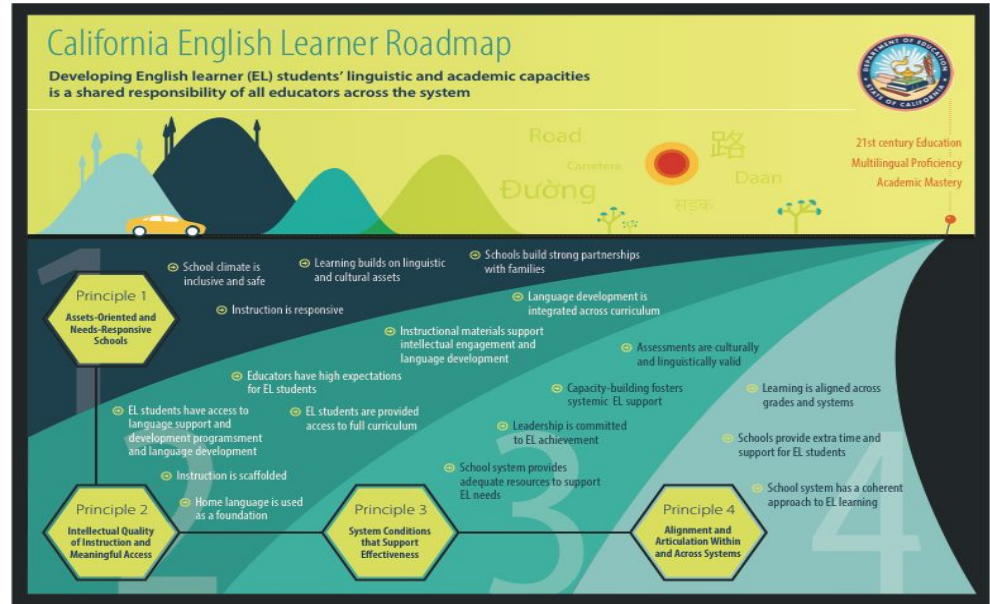
Dr. Alma Castro
M^{CA}P Director

Martha Hernandez
Executive Director
Californians Together

**Margarita
Gonzalez-Amador**
EL RISE! Project
Administrator

POLL

How familiar are you with the four Principles of the EL Roadmap Policy?



Meet the ELRISE!team



Dr. Laurie Olsen
Director of Design



Dr. Margarita
Gonzalez-Amador
Project
Administrator



Victoria Weiss
Project Specialist



Karina Barron
Project Assistant



Meet the M^{CA}P Team



Jan Gustafson-Corea

CABE Chief Executive
Officer



Dr. Alma Castro

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SETTING THE CONTEXT

What the grant means to us
now in California?



**CALIFORNIANS
TOGETHER**

CHAMPIONING THE SUCCESS
OF ENGLISH LEARNERS



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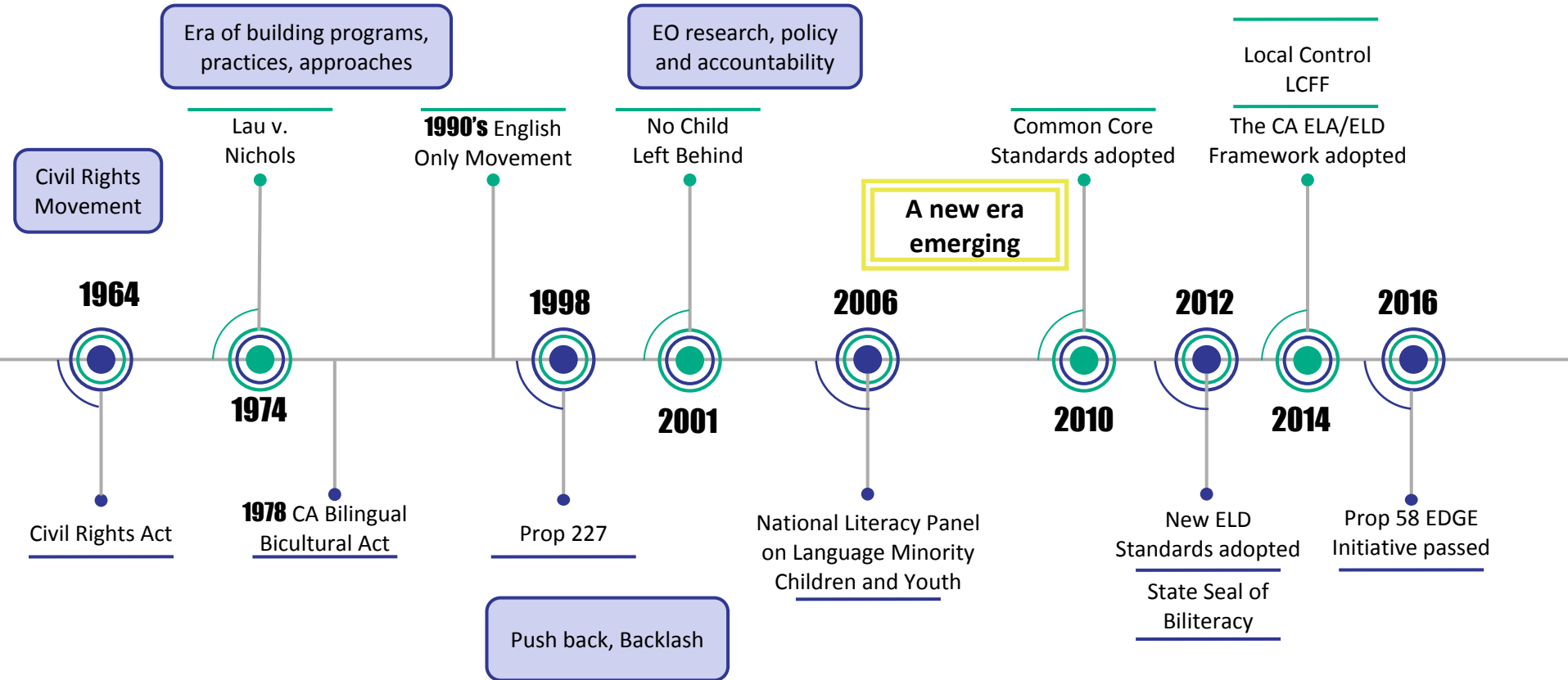
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ca|be

California Association for Bilingual Education

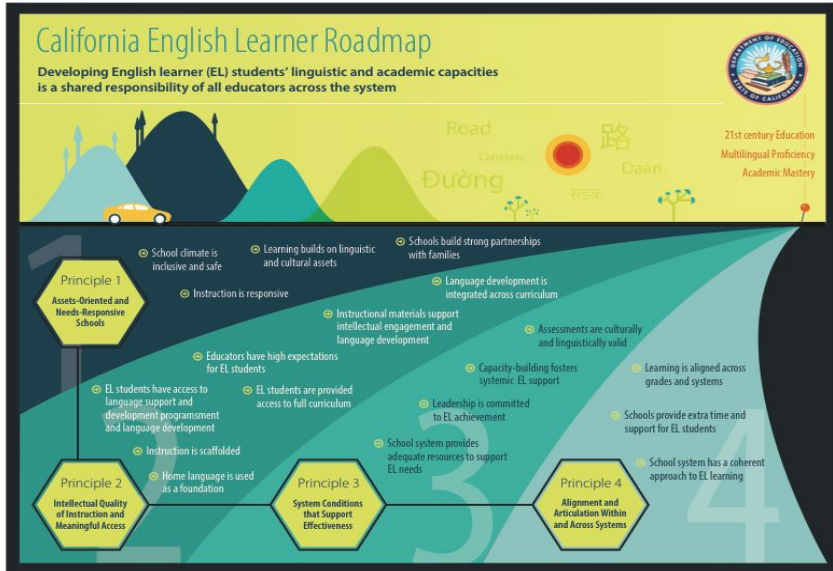


Education Policies and Impact



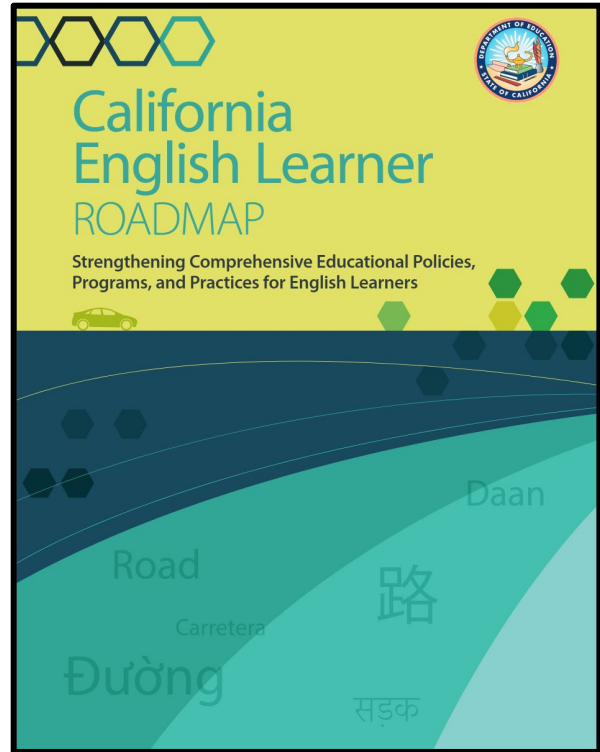
Why an English Learner Roadmap Policy

- 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

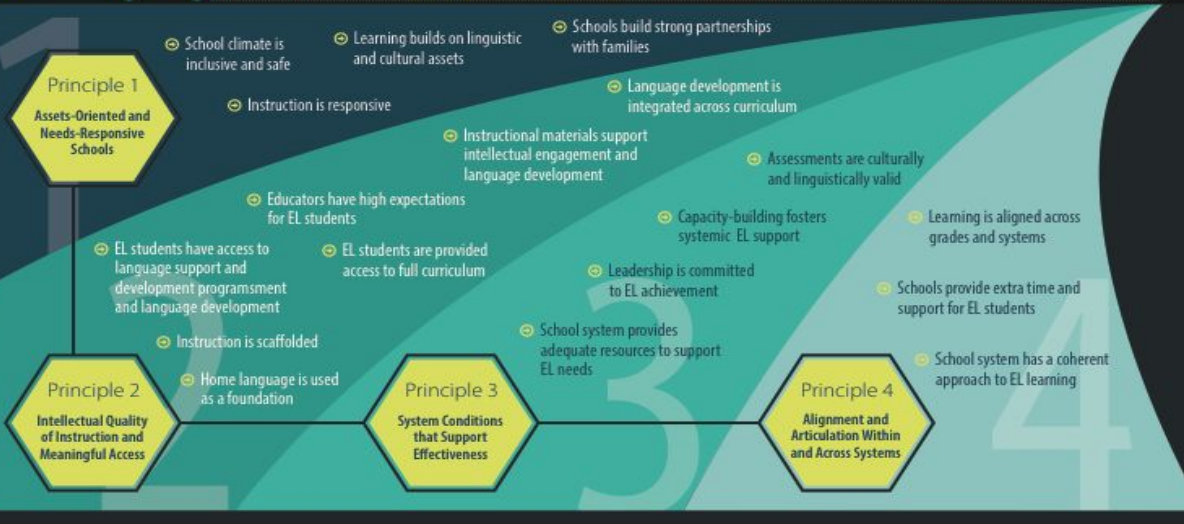


California English Learner Roadmap

Developing English learner (EL) students' linguistic and academic capacities is a shared responsibility of all educators across the system



21st century Education
Multilingual Proficiency
Academic Mastery



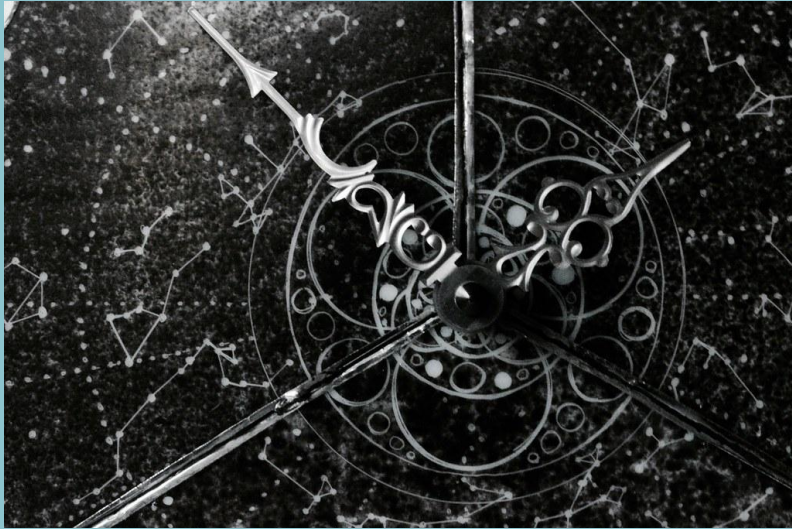
Comprehensive, visionary state EL policy, adopted in 2017 to guide local programs, policies and planning for English learner success especially now... in response to the challenges of the COVID-19 pandemic

A Time for EL supports

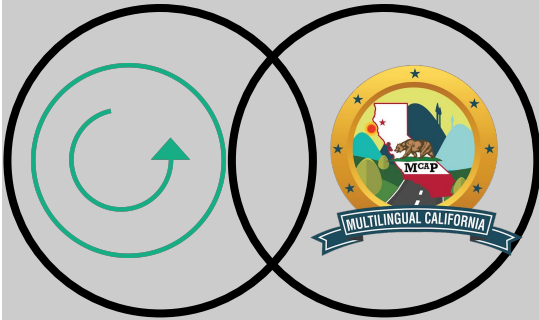
EL RISE! And **M^{CA}P** were designated to

- support implementation of the California English Learner Roadmap Policy
- partner with county offices of education and districts across California.

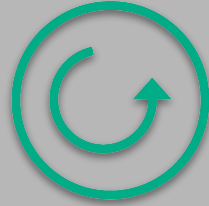
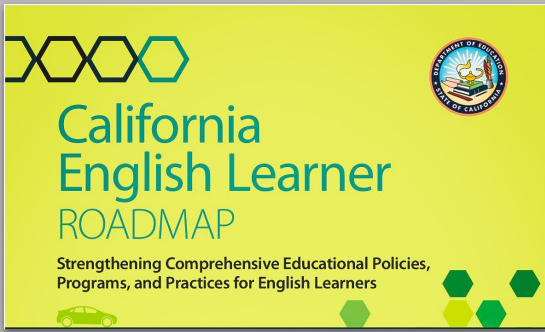
\$10,000,000 has been awarded for our organizations to step out into the state around the implementation of the EL Roadmap and issues of equity and multilingualism!



Grant Touch Points



- 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.



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FOR SYSTEMIC EXCELLENCE



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)



M^{CA}P Purpose

The Multilingual California Project (M^{CA}P) 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**.



M^{CA}P 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.**



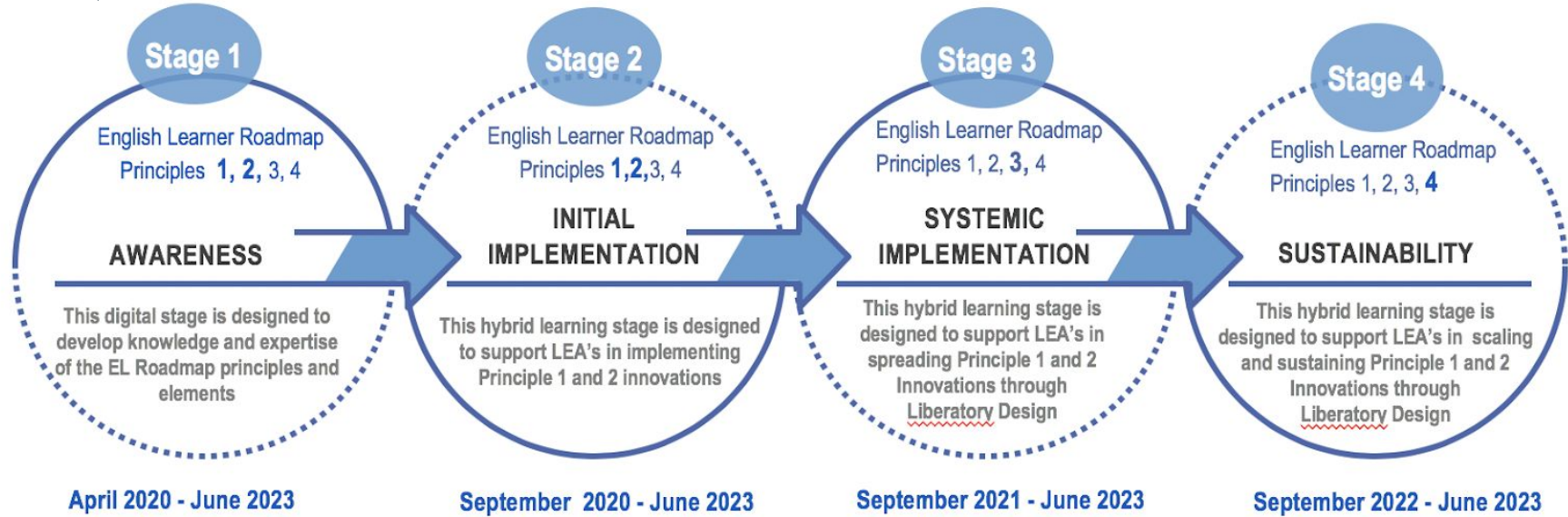


M^{CA}P Stages

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



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

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

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

Replication
Liberatory Design Framing, Innovations PD, Coaching, PLNs

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

Leading Change through Liberatory Design

LIBERATORY DESIGN
your toolkit to design for equity

version 1.0



Equity

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

Design

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

**Liberatory
Design
Thinking**


Liberatory Design Mindsets- Our Framing



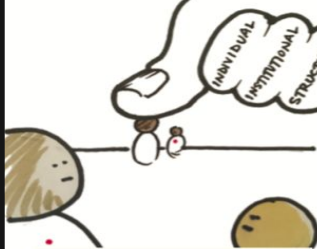
Practice Self-Awareness
We design from who we are. So we need a clear "mirror" to better see how who we are shapes what we see, how we relate, and how we design.




Share, Don't Sell
Practice transparency of process and non-attachment to ideas.



Bias Towards Experimentation
The complexity of oppression requires courageous action. Build to think and learn.



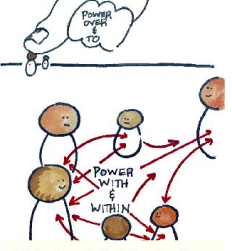
Recognize Oppression
Our designs depend on how we frame a challenge. So we need a clear "window" to see how oppression may be at play in our context.



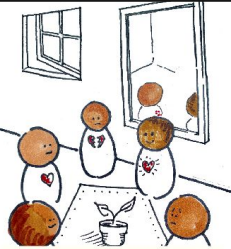
Seek Liberatory Collaboration
Recognize differences in power and identity. Design "with" instead of "for."



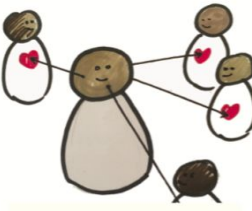
Exercise Your Creative Courage
Every human has the capacity to be creative. Before there is confidence, there is the courage required to navigate self-doubt and creative fragility. Trust your inherent creativity muscles and flex them with courage.




Catalyze Opportunities to Transform Power
Inequity thrives in situations of power imbalance. Look for ways to transform power to invite and experience liberatory collaboration. Move away from power "over" or "to" and design toward power "with" and "within" to interrupt the reproduction of power dynamics.




Attend to Healing
Doing equity work includes on-going healing from the effects of oppression to increase our agency for liberatory design thinking.



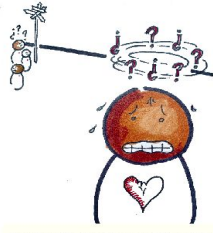
Focus on Human Values
Seek as many ways as possible to get to know your end users including immersion, observation, and co-design.



Embrace Complexity
When the going gets messy, stay open to possibility. Powerful design emerges from the mess, not from avoiding it.



Build Relational Trust
Intentionally invest in relationships, especially across difference. Honor stories and listen for emotions.



Work with Our Fear and Discomfort
Fear and discomfort are an anticipated parts of this work. This includes feelings related to the situation, as well as what it brings up for you as a designer given who you are. Identifying sources of the fear and discomfort allows us to advance our design work if good or address it if harmful.



M^{CA}P Fall Webinar Series

Past Webinars

Upcoming Webinars	DATES:	PRESENTER/S:
<p><u>Supporting English Learners in the Rural Setting</u></p>	<p>11/4</p>	<p>SBCSS, BCOE, FCSS Angelica Hurtado, Lisa Clark, Holly Harding</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>
<p><u>Designated and Integrated SLD with GLAD® en español Pictorial Input Chart</u></p>	<p>11/18</p>	<p>OCDE - Diana Hernandez, Omar Guillén</p> <div style="text-align: center;">  </div>
<p><u>Using an Equity Lens for Writing Instruction</u></p>	<p>12/2</p>	<p>SDCOE - Izela Jacobo, Dr. Julie Goldman</p> <div style="text-align: center;">  </div>

M^{CA}P

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
- CAFE & COE led Innovations aligned to EL ROADMAP Principle 1 and 2'
- University Seal of Biliteracy—implement across CSU system, growth to other university systems

<u>English Learner Roadmap Principle 1</u> <i>Asset- Oriented and Needs Responsive Schools</i>	<u>English Learner Roadmap Principle 2</u> <i>Quality Instruction and Meaningful Access</i>
<ul style="list-style-type: none"> ●Parent/Family Engagement (CABE, PIQE) ●Dual Language Learners (DLL) Cradle to Career (FCSS) ●Special Education Identification and Implementation in Multilingual Settings (SBCSS). 	<ul style="list-style-type: none"> ●Project GLAD® (OCDE) ●Dual Language Teacher Academy (CABE) ●WRITE (SDCOE) ●Language Development through Science (USD) ●Integrated/Designated ELD and Biliteracy Models (All)
<p>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</p>	

EARN THE SDSU GLOBAL
SEAL OF BILITERACY



ATTENTION IB
MAJORS

APPLY HERE FOR THE
SDSU GLOBAL SEAL OF
BILITERACY (LIMITED
SPOTS)!

- ✓ 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)?

Dr. Cristina Alfaro, Professor
Dra. Machado Casas, Professor

SDSU Global Seal of Biliteracy



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



SAN DIEGO STATE
UNIVERSITY

International Affairs

Questions?

Maribel Franco, mfranco@sdsu.edu
International Business Program



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MULTILINGUAL CALIFORNIA

Building the Pathway to Multilingualism along the EL Roadmap Policy



What is Multilingual California?

Social Media Campaigns

EL Roadmap in Action

Multilingual Language Services

County District Partners

Data on Multilingualism

Seal of Bilingualism

Become a Bilingual Teacher

Learning Continuity Plan

★ UPCOMING EVENTS ★

MCAP FALL 2020 WEBINAR – 3rd of Series

Register Now



Speaker: Izela Jacobo

Date: Wednesday, October 21, 2020
Time: 3:15 pm - 4:00 pm (PST)
Registration: FREE

SAVE THE DATE

Nov 4 - Nov 10 - Dec 2

★ PAST WEBINAR RECORDINGS ★



VIDEO 1 OF 6-Part Series

[RESOURCES](#)



VIDEO 2 OF 6-Part Series

RESOURCES COMING SOON

Join our M^{CA}P Social Media Movement



[@mcapalliance](https://twitter.com/mcapalliance)



[Multilingual California Project Alliance](https://www.facebook.com/MultilingualCaliforniaProjectAlliance)



[@mcapalliance](https://www.instagram.com/mcapalliance)



[MultilingualCalifornia.org](https://www.MultilingualCalifornia.org)



mcapalliance@gmail.com





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 M^{CA}P professional learning opportunities please contact

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

Alexandria Ramos, Administrative Assistance
alexandria@gocabe.org

Anya Bobadilla, Professional Learning Specialist
anya@gocabe.org

You may also contact your COE Office



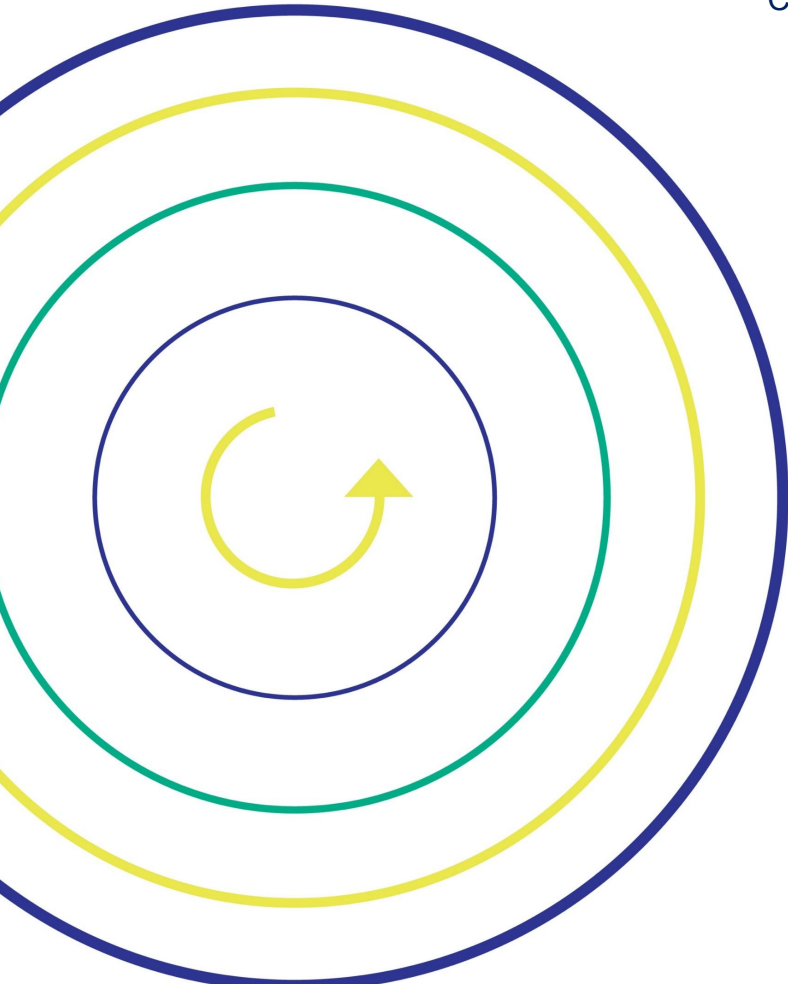
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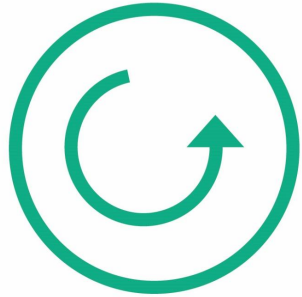
**Martha Hernandez, Executive Director
Californians Together**

**Dr. Margarita Gonzalez-Amador
Project Administrator**

October 29, 2020



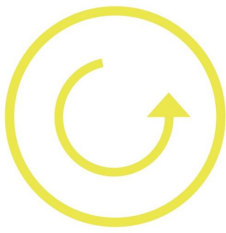
Supporting the Implementation of the EL Roadmap through



ELRISE!

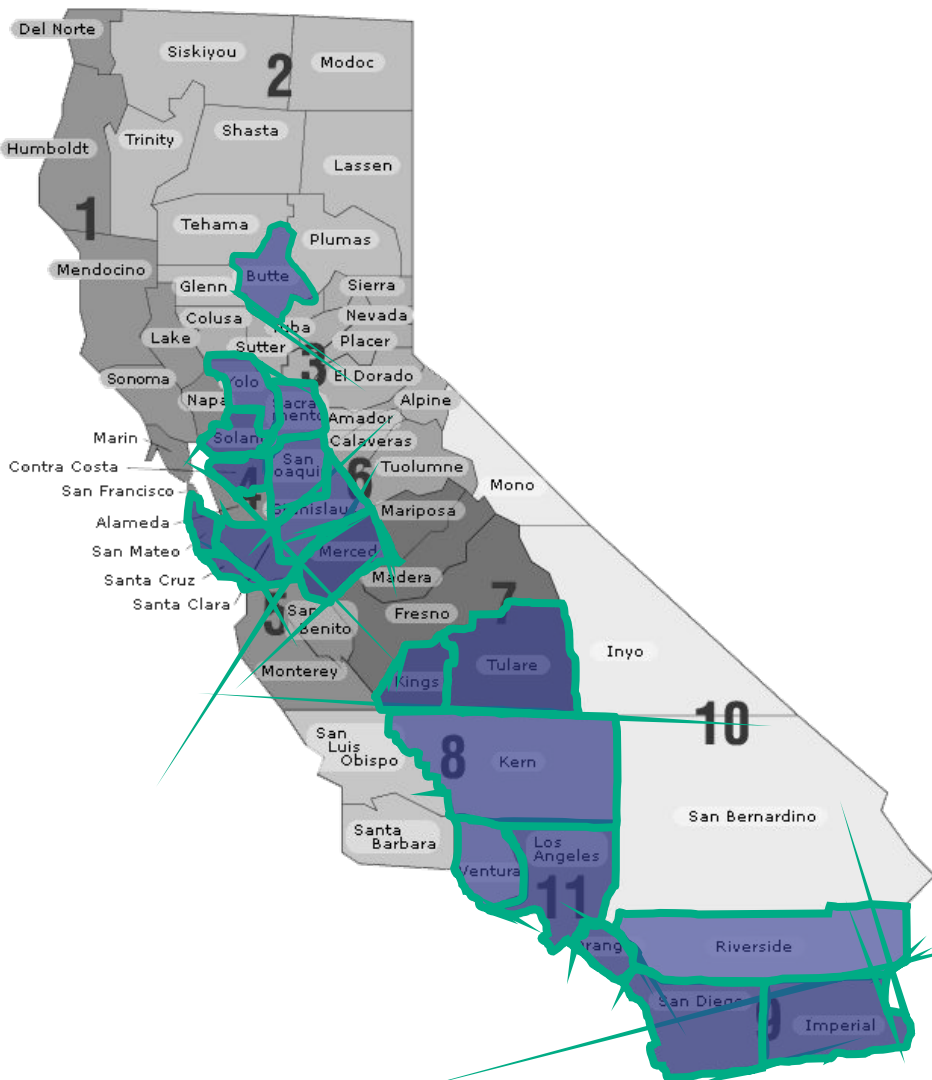
ENGLISH LEARNER ROADMAP IMPLEMENTATION
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ELRISE!



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



ELRISE!

ENGLISH LEARNER ROADMAP IMPLEMENTATION
FOR SYSTEMIC EXCELLENCE

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)

**THE CALIFORNIA
ENGLISH LEARNER ROADMAP
REFLECTION TOOL**



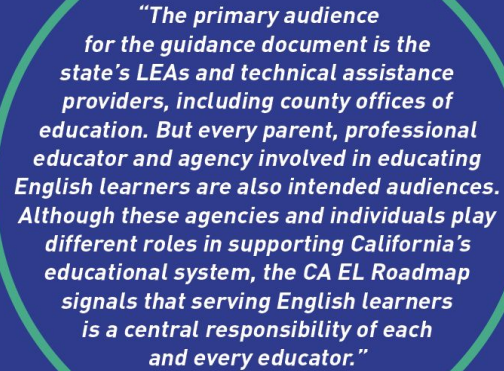
FOR COUNTY OFFICES OF EDUCATION



Preview

County Office of Education English Learner Roadmap Reflection Tool

How does the does the EL Roadmap policy fit into the System of Support?



“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

1

PRINCIPLE #1: ASSETS-ORIENTED AND NEEDS-RESPONSIVE

Indicator

Examples

Indicators/Examples	Not present, not happening, not addressed.	Awareness about this, but it's not a focus.	Working on this but it's not fully developed.	This is a strength.	Not sure – needs inquiry, clarification.
<p>1.1 We look upon, value and work to create schools in which English learners' languages and cultures are viewed as assets.</p> <p>We are informed about the languages and cultures in our communities, schools and LEAs.</p> <p>COE policies and messages affirm diversity and equity (e.g., languages/cultures celebrated on the walls of the COE, vision statements, etc.).</p> <p>We provide mechanisms and personnel to translate/communicate into various languages – and our materials are available multilingually.</p> <p>Cultural Responsiveness training is provided to employees and is an ongoing conversation/practice in our COE, with the goal for it to be embedded in the culture of the COE.</p> <p>Our services and supports for educators emphasize an assets-oriented perspective.</p> <p>Educators and LEAs are provided multiple supports by our COE (e.g., professional learning, resource materials) to become more assets-oriented and culturally responsive.</p> <p>We have innovated or support programs and services that honor students and schools for skills and activities showcasing bilingual and multicultural proficiency (e.g., Seal of Biliteracy, "My Name/My Identity" campaigns).</p> <p>Announcements about school activities are in multiple languages.</p>					
<p>1.2 We are aware and responsive to different types/needs within EL population.</p> <p>We are aware of and our supports for LEAs are responsive to the different typologies of EL students (e.g., Newcomers, Long Term English learners).</p>					
<p>1.3 The socio-emotional needs/issues of English learners are understood and get attention in our work.</p> <p>Including attention to immigrant student issues, orientation and culture shock for newcomers, refugees, legal/economic issues 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.</p>					

Add additional examples

ELRISE! Response to Distance and Hybrid Learning

<http://bit.ly/ELRISE>



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Resources from our 2020 Fall Webinar Series

In response to the challenges of serving English Learners during the pandemic, EL RISE! 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 Bilieteracy 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](#)

ELRISE! Reflection and Planning Tools for Administrators

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



<i>Best practices for English learners in Distance Learning, Hybrid Learning</i>	<i>EL Roadmap Principle*</i>	<i>Examples of Actions</i>	<i>Where it fits in the LCP Template</i>
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	<p>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</p> <p>Dedicated Designated ELD time in all delivery models, and Integrated ELD in all delivery models</p> <p>Extra periods for small group designated ELD</p> <p>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.</p> <p>Extended learning enrichment sessions in home language</p>	<p>Continuity of Learning: In-person instructional offerings, <i>and</i> Distance learning</p> <p>Pupil Learning Loss</p>

ELRISE! Teacher Resource Tool

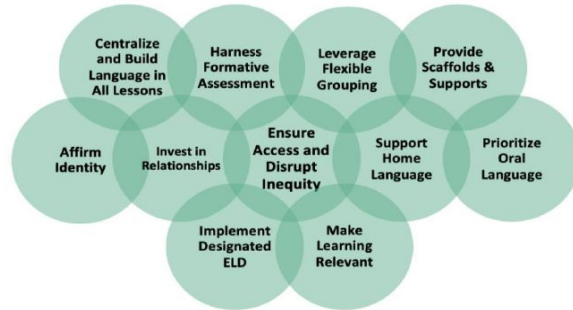
Critical Conditions for English Learners in Distance Learning

by Laurie Olsen, Jennifer Diehl and Charice Guerra



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FOR SYSTEMIC EXCELLENCE

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.





ELRISE!

ENGLISH LEARNER ROADMAP IMPLEMENTATION
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ENGLISH LEARNER ROADMAP ALIGNED LCAP TOOLKIT WORKSHOPS

Using Research-based Tools to Promote Equity for English Learners

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@californianstogether.org



11/12/2020 and 12/1/2020



1/12/2021 and 1/19/2021



1/14/2021 and 1/21/2021



1/22/2021 and 3/19/2021



1/28/2021 and 2/2/2021

Tulare County Office of Education

Tim A. Hre, County Superintendent of Schools

2/4/2021 and 2/11/2021



2/9/2021 and 2/16/2021



Santa Clara County
Office of Education
3/2/2021 and 3/16/2021

Kern County Superintendent of Schools

Office of Mary C. Barlowe...advocate for children

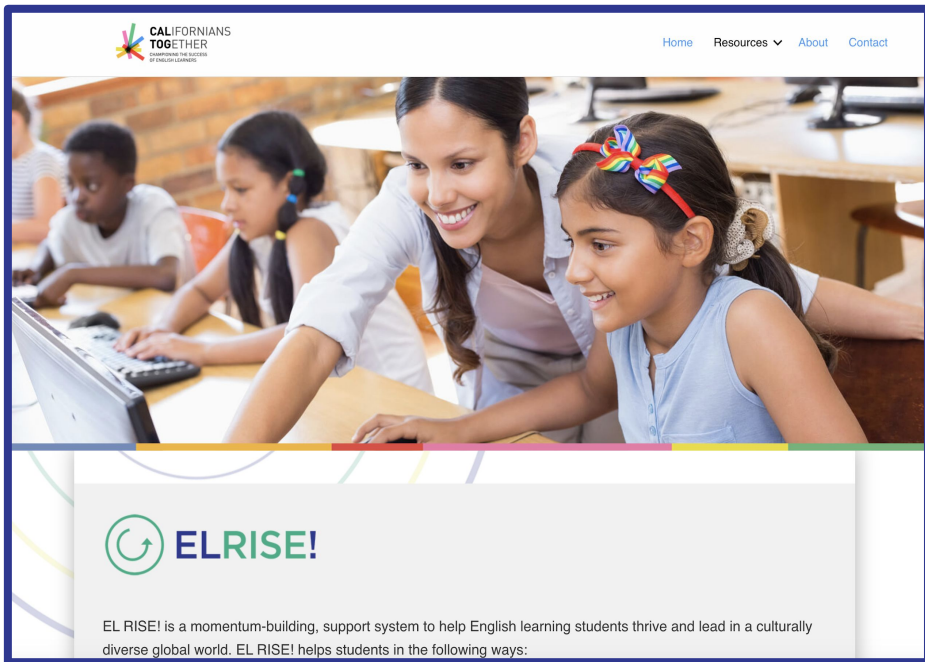
2/18/2021 and 2/23/2021

Upcoming

English Learner Roadmap Aligned LCAP Toolkit Workshops



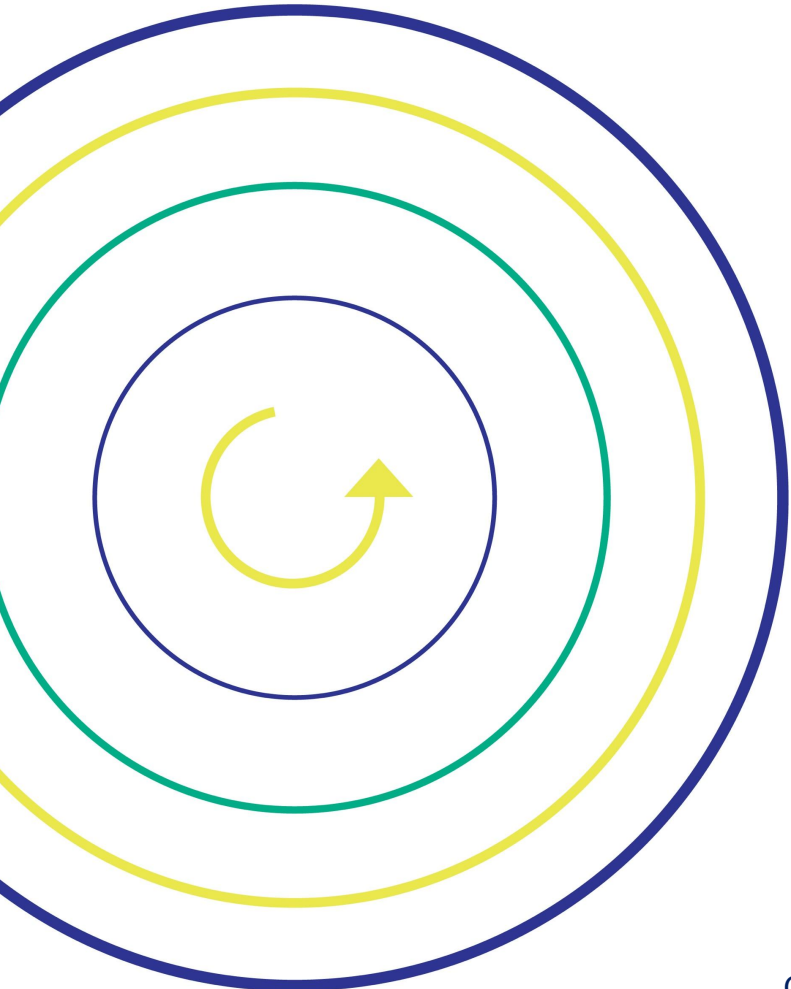
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[EL RISE! Website](#)



[English Learner Roadmap Resource Hub](#)



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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



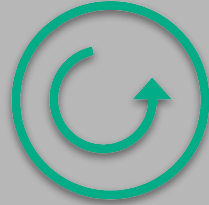
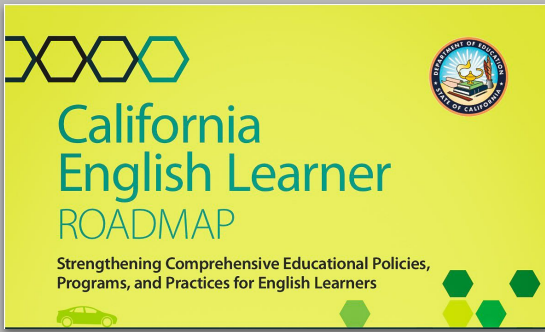
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Reflection

Based on the presentation today:

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