Before we get started:

- Please complete the sign-in sheet, link provided in the chat box.
- Please use the chat box to tell us your role at the school site.
MCAP Statewide Educator Summit B

February 17, 2021 3:15 pm - 4:45 pm

* Meeting will be recorded to share with MCAP Team
Welcome!

Jan Gustafson-Corea  
CABE • Chief Executive Officer

Dr. Alma Castro  
Director • Multilingual California Project
AGENDA

I. Opening, Welcome, Outcomes
II. Introduction of COEs & Districts
III. MCAP Goals, Vision, Purpose Stage 2
IV. Keynote Speaker- Dr. Kathy Escamilla
V. Making Equity a Reality- Your WHY?
VI. Leadership via Liberatory Design
VII. Agreements, Innovation Registration & Logistics
VIII. Overview of Innovation Offerings & Presentations
IX. Closing & Ultima Palabra
X. Announcements
Today’s Outcomes

Experiential:

● To feel the momentum of the vision of a Multilingual California.
● To be a part of a supportive statewide network and build knowledge among all COE & LEA Educators & Leaders, SDSU leadership, CABE, and the MCAP Alliance.

Rational:

● To introduce the Multilingual California Project grant and the Liberatory Design framework designed to help districts implement the California EL Roadmap Policy
● To build value on our MCAP Innovations and prioritize our statewide collective partnership in support of ELs and Multilingual programs
● To identify concrete next steps in exploring and registering for a MCAP Innovation.
Meet the CABE M\textsuperscript{CAP} Team

Jan Gustafson-Corea  
CABE Chief Executive Officer

Rubí Flores, M.A.  
Director, Professional Learning

Dr. Alma Castro  
MCAP Director

Anya Bobadilla, M.Ed  
Professional Learning Specialist

Alexandria Ramos  
Administrative Assistant

Martha Zaragoza Díaz  
CABE Lobbyist
The Multilingual California Project is a 3-year grant funded by the California Department of Education-Educator Workforce Investment Grant Program (EWIG).
Participating Districts

1. Chico Unified School District
2. Thermalito Elementary School District
3. Palermo Union Elementary School District
4. Hamilton Unified School District
5. Corning Union High School District
FCSS - M\textsuperscript{CAP} Lead, Lisa Clark

**Participating Districts**

1. Golden Plains Unified School District
2. Laton Unified School District
3. Mendota Unified School District
4. Orange Center Unified School District
5. Sanger Unified School District
OCDE- M\textsuperscript{CAP} Lead, Dr. Nicole Chávez

\textbf{Participating Districts}

1. Anaheim Union High School
2. Anaheim Elementary School District
3. Confirmation pending
4. Confirmation pending
SBCSS- M\textsuperscript{CAP} Lead, Angelica Hurtado

Participating Districts

1. Barstow Unified School District
2. Colton Joint Unified School District
3. Fontana Unified School District
4. Hesperia Unified School District
5. Redlands Unified School District
6. Rialto Unified School District
7. San Bernardino City Unified School District
SDCOE- M\textsuperscript{CAP} Lead, Izela Jacobo

**Participating Districts**

1. South Bay Unified School District  
2. Chula Vista Elementary School District  
3. Jamul-Dulzura Union School District  
4. National School District  
5. Valley Center-Pauma Unified School District  
6. Lemon Grove School District  
7. Fallbrook Union Elementary School District
University Global Seal of Biliteracy
Dra. Cristina Alfaro

Bilingual Teacher Preparation
Dr. Margarita Machado-Casas

https://www.sdsu.edu/
Equity Leadership

We are living in challenging times and are part of complex systems that our past experiences and training may not have sufficiently prepared us to understand and respond to in our role as equity leaders.

This is true more than ever.
Summit A: LEA Leaders

January 2021

200 Participants
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
- 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.
- Educators value and build strong family, community, and school partnerships.

### Principle 2: Intellectual Quality of Instruction and Meaningful Access
- English learners have meaningful access to a full standards-based and relevant curriculum.
- They have 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.
- English learners have access to valid assessment and data systems that inform instruction and continuous improvement.

### 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.
- These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diversifying, multilingual, twenty-first century world.
M^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.
EL Roadmap 4 Principles
MCAp Stages

STAGE 1: 13,600 served

STAGE 2-4: 1,200
Goal to serve by Year 3 up to: 60 LEAs
Toward a Multilingual California

Kathy Escamilla
Professor Emerita
University of Colorado, Boulder
Dr. Kathy Escamilla, Professor Emerita
CU Boulder
Surviving a Pandemic
What’s So Special About California?
Multilingualism

- California is the most multilingual state in the US
- California has 2.5 million students who speak languages other than English at home;
- That is more than the total K-12 students in Nevada (445,000), Utah (665,790) and Idaho (284,834) COMBINED

Is this a problem or an asset?

Please respond using the Chat box
“I really, really believe in Dual Language Bilingual Education, **BUT** I don’t know what to do with the child who . . .”
Asset Based Orientations about Bilingualism – EL Roadmap

Principle #1

- Bilingually educated students have greater cognitive flexibility, working memory, and executive functioning (Bialystok, 2001).
- Bilingually raised students have more cohesive family relations and fewer behavior problems in school (Portes & Hao, 2002).
- Students who maintain their bilingualism into high school are more likely to go to 4-year colleges (Santibañez & Zárate, 2014).
- Students who maintain bilingualism into high school are less likely to drop-out (Rumbaut, 2014).
- Young students who maintain bilingualism will earn more in the labor force than their monolingual peers (Agirdag, 2014).
Assets Based Orientation

- Now is **not** the time to back off of dual language instruction

- **Include** students’ languages into our school program even if our program is English medium

- Encourage parents to communicate in their language to their children – **demand that children respond in non-English language**

- **Encourage** students to process information in their non-English languages (listen in English – discuss in Spanish)
Needs Responsive Research we need to do....

- How many homes and communities in poor and working class neighborhoods have computers and internet that did not have them in Mar. 2020?
- How many bilingual/dual language teachers taught parents basic computer skills to help their children get online to do school that did not have that capacity before Mar. 2020?
- How have we begun to close the digital divide even during a pandemic?
- How many bilingual/dual language teachers earned extra compensation for their work with parents?

ASSET BASED RESEARCH!
EL Principle #2 - Quality of Instruction

- Quality of instruction, particularly in the time of a pandemic, begins with taking care of student socio-emotional needs.
- Use the Chat box
Quality of Instruction

- Quality of instruction is **more important** than language of instruction **but** use two languages in some way.

- Beware of “new” programs that were **not** created for emerging bilingual learners – particularly early literacy.

- Emerging Bilingual Learners need:
  - Oracy
  - Reading
  - Writing
  - Metalinguistic Development (within and across)
  - Cross language connections
TAKE CARE
OF YOURSELF
What questions might you have?

Q & A
Making Equity a Reality

Moral Obligation
We believe that all students can and will learn in our district/school.

Professional Obligation
Provide equitable access to instruction for all students.

Legal Obligation
“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum…for students who do not understand English are effectively foreclosed from any meaningful education…”

Lau v. Nichols, U.S. Supreme Court, 1974
Leading Change through **Liberatory Design**

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
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 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
Any system produces what it was designed to produce.
In order to create equitable outcomes, we have to design equitably.
We are all designers.
Designer: Someone who makes decisions that impact the wellness and potential of others.
The decisions we make every day are design decisions.
Making decisions in status quo ways produces status quo outcomes.
Making decisions in **equitable** ways moves us towards **equitable** outcomes.
Liberatory Design
Thinking is about being equitable in how we make decisions.
History is a series of design decisions, and systems produce what they were designed to produce.
If oppression and inequity were designed, they can be redesigned.
In 1779, Thomas Jefferson proposed a two-track educational system, with different tracks for the “laboring and the learned”.

Scholarships would allow a select few from the laboring class to advance by “raking a few geniuses from the rubbish”.

Designed for Tracking
1948

Educational Testing Service is formed with huge grants from the Rockefeller and Carnegie foundations.

These testing services continued the work of eugenicists like Carl Brigham (originator of the SAT) who did research “proving” that immigrants were feeble-minded.
Lau v. Nichols marks a unanimous U.S. Supreme Court ruling that established the judicial mandate for bilingual education for Chinese-speaking students. The case became a significant milestone within the legacy of Asian American activism and a remedy to inequality in education.
El lenguaje es un derecho humano.

EDUCATION IS OUR RIGHT
California voters pass proposition 227 with 61% of the vote, outlawing bilingual education in California.
2020

COVID-19 causes a global pandemic in which hundreds of thousands of lives are lost. Globally 1.2 billion children are out of the classroom. Educators are trying to reimagine schooling to best meet their students’ needs.
A Shift in California’s Educational Landscape
Transformational Change:

- Builds on a moral imperative
- Requires leadership throughout the system
- Thrives from a shared commitment
California English Learner Roadmap

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

Liberatory Design Modes

Notice

Define

Test

Prototype

Probe

Reflect

See System

Empathize
NOTICE & REFLECT

What?
NOTICE and REFLECT are the core of Liberatory Design. We return to these throughout our process. In the NOTICE mode we practice self-awareness (mirror) and situational awareness (window) so we can approach our design work intentionally. In the REFLECT mode, we pause our process to reflect on our actions, impact, emotions, relationship — and adjust our intentions, direction, presence. In both modes, the Liberatory Design MINDSETS are key tools to use.

Key Questions to Ask
Identity: Who am I? Who are we? Who are we designing for? What biases and assumptions might we be bringing?

Power: What are the roles and power relationships on our team? Where does decision-making authority relative to our design focus sit?

Emotion: What feelings are present? What do we want to be aware of?

Context: What is the current state of our ‘design situation’? What has led to this current state?
Liberatory Design Mindsets - Our Framing

Practice Self-Awareness
Share, Don’t Sell
Bias Towards Experimentation
Recognize Oppression
Seek Liberatory Collaboration
Exercise Your Creative Courage

Catalyze Opportunities to Transform Power
Attend to Healing
Focus on Human Values
Embrace Complexity
Build Relational Trust
Work with Our Fear and Discomfort

Source: National Equity Project
Practice Self-Awareness

Why?
Liberatory Design requires us to minimize the harmful effects of our blind spots and maximize the potential for non-oppressive partnerships. Liberatory Design has the potential to change us to the extent we work with humility, curiosity and courage.

How
- Ask yourself, “How am I positioned (relative to privilege and/or oppression) in all aspects of my identities (e.g. race, class, gender, language)?”
- Ask yourself, “How might these identities impact people and our process?”
- Surface what you don’t know. Ask yourself, “What is unfamiliar to me here?”
- Challenge your assumptions.
- Expand your equity consciousness by seeking out new information about privilege and oppression.
Focus on Human Values

Why?

In order to create change that empowers communities from the inside-out, we must place users at the center of all our work. They are the experts on the challenges that face their community.

To do this as designers, we must invest in getting to know the community and honor the stories they share with us.

In addition, we must honor human values on our own design teams and make time for emotions.

How

- Listen from a place of love. Be humble and acknowledge that you are not the expert.
- Honor the stories, experiences, and emotions people share with you.
- Stay connected to the community in all phases of the project.
- Engage in collective sense-making.
Embrace Complexity

Why?

Equity challenges, by their nature, are complex, and moments of ambiguity are common when using the design process.

While it can be uncomfortable not knowing what’s next or not having a clear answer, jumping to a solution out of discomfort risks defaulting to comfortable or reproductive practices.

Wading through the complexity and ambiguity of this kind of work with patience will allow you to develop more innovative and equitable outcomes.

How

- Acknowledge the confusion and discomfort of the uncertainty present in your work.
- Find ways to care for the team and yourself as you wade through the uncertainty.
- Welcome diversity of discourse even when it can feel complicating.

Embrace Complexity

When the going gets messy, stay open to possibility. Powerful design emerges from the mess, not from avoiding it.
Seek Liberatory Collaboration

Why?
Design work is fraught with power and identity dynamics (e.g., designer as expert, who’s generally situated with advantage). To fully realize the liberatory potential of a design process, both for the people we are designing with and for the designer, it’s critical to reframe the relationship as one of partnership.

How
- Actively seek diverse identities and skill sets as you build your team.
- Acknowledge and build from the strengths, stories, and skills of each other.
- Set conditions for collective learning, risk-taking, and action.
- When framing the question, “How Might We...?” ensure the “We” is diverse and inclusive.
EMPATHIZE

What?
The EMPATHIZE phase of the process is focused on understanding the experiences, emotions and motivations of others. Designers use specific empathy methods to learn more about the needs of the users for whom they are designing.

Key Questions to Ask
How does my identity and role in this project affect how and what people share with me?

How do I maintain awareness of my biases and challenge them in order to see this community more authentically?

What do people in this community identify as their needs?

How do systemic oppression and/or privilege affect this community, and how does that relate to this project?
NOTICE & REFLECT

What?

NOTICE and REFLECT are the core of Liberatory Design. We return to these throughout our process. In the NOTICE mode we practice self-awareness (mirror) and situational awareness (window) so we can approach our design work intentionally. In the REFLECT mode, we pause our process to reflect on our actions, impact, emotions, relationship — and adjust our intentions, direction, presence. In both modes, the Liberatory Design MINDSETS are key tools to use.

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Context: What is the current state of our ‘design situation’? What has led to this current state?
Reflection:
What are the implications for my classroom?

Please use the chat box
Innovation Opportunities to Support Your Work in Implementing the EL Roadmap Policy
Exploring Innovations through EL Roadmap

EL Roadmap Principle 1
• Parent & Family Engagement Leadership
• Bilingual Teacher Pathway
• Dual Language Preschool/Preschool/Early Literacy Development
• Special Education in Multilingual Settings

EL Roadmap Principle 2
• Dual Language Teacher Academy
• Preschool GLAD®/Project GLAD® (English & en español) and Secondary GLAD®
• Writing Redesigned for Innovative Teaching and Equity (WRITE) Institute
• Language Development through Science
MCAp Innovation Offerings

- Time to browse Innovation(s)
- Discuss Innovation offerings with your team
- Each Innovation provides 12 hours of PL
- Each COE has 110 slots for Innovation participation
- COE MCAP Lead will let you know how many slots you have for your district
- Districts will receive funds to support your participating in the Innovation
- Follow up and team collaboration
- Registration is open from 2/18 until 2/25/21

Innovations are offered starting on February 27, 2021 - July 30, 2021
Next Steps: Follow-up

1. Explore & discuss Innovations with your school team
2. Register for an Innovation starts 2/18 - 2/25
3. Complete **Consent form** that will come with your email confirmation
4. Make a plan and collaborate with your team
Thank You!

Última Palabra

Questions: alma@gocabe.org
Announcements
CABE 2021 Virtual Annual Conference

- March 23-27, 2021
- Attend MCAP Session and Networking Event at CABE 2021
- Visit CABE2021.org for more info
Free PL webinar for Paraeducators

You may access Recordings of previous MCAP webinars on our website

https://mcap.gocabe.org/
Sign In Sheet

If you have not signed in please complete the short Attendance sheet.

Link: https://www.surveymonkey.com/r/MCAPSummitB

Please see chat box.
Thank You!

Última Palabra

Questions: alma@gocabe.org
Resource Links

- Participant Folder:
  https://drive.google.com/drive/folders/13oFobiagjOL4mb9e_1te_mPp9qp8xXZ8

- MCAP Innovation Offerings:
  https://mcap.gocabe.org/innovation-page/

- CABE 2021
  https://cabe2021.gocabe.org/