

05:00

1/24



# M<sup>CAP</sup> Statewide Educator Summit



**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:

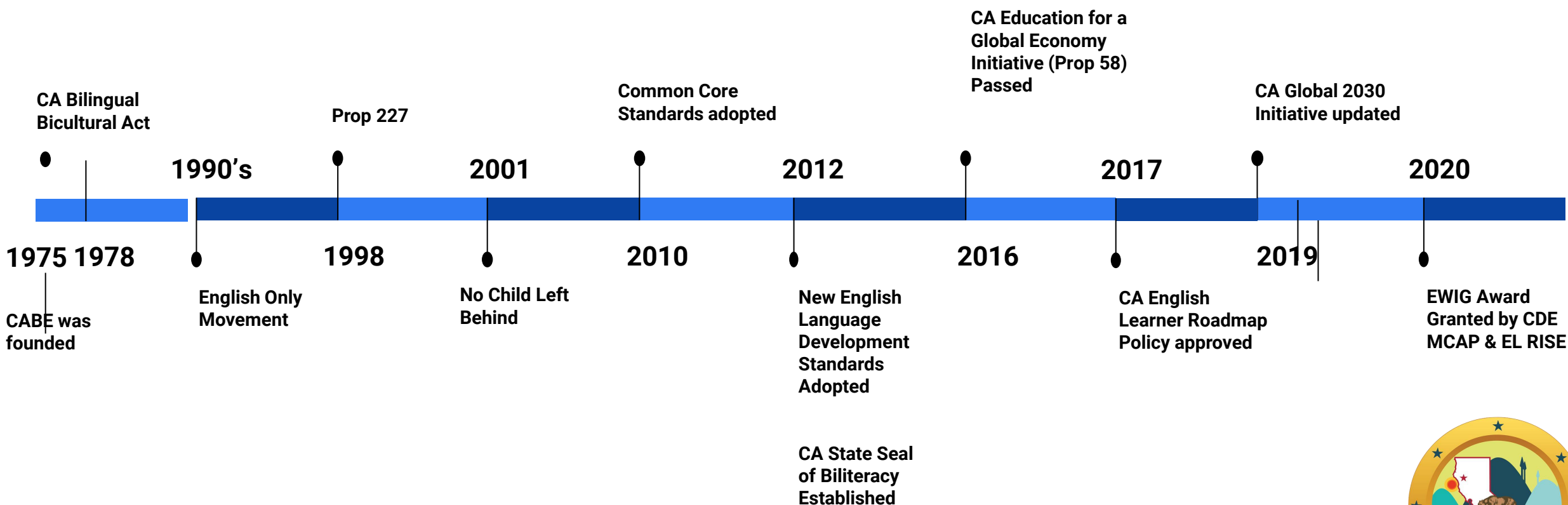
- To feel the momentum of the vision of a Multilingual California.
- To be a part of a supportive statewide network and build knowledge among all COE & LEA Educators & Leaders, SDSU leadership, CABE, and the MCAP Alliance.

## 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.



# Bilingual Education Policy







# Meet the CABE M<sup>CA</sup>P 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

# M<sup>CAP</sup> Partners



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



# BCOE - M<sup>CAP</sup> Lead, Holly Harding



## 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<sup>CAP</sup> 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<sup>CAP</sup> Lead, Dr. Nicole Chávez



## Participating Districts

1. Anaheim Union High School
2. Anaheim Elementary School District
3. Confirmation pending
4. Confirmation pending



# SBCSS- M<sup>CA</sup>P 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<sup>CAP</sup> 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





# SAN DIEGO STATE UNIVERSITY

**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.

National Equity Project

# M<sup>CAP</sup> Superintendent Forum



*Fall 2020*

# Summit A: LEA Leaders



January 2021

200  
Participants





# M<sup>CA</sup>P Purpose

The Multilingual California Project (M<sup>CA</sup>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<sup>CA</sup>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.**



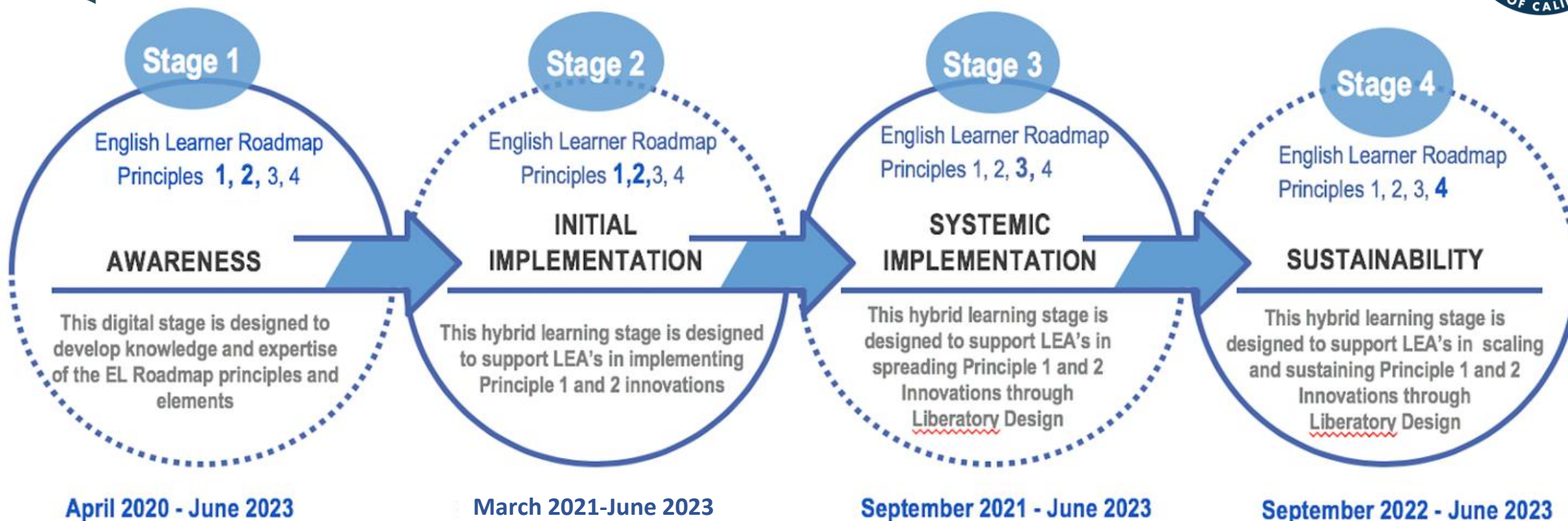
# EL Roadmap 4 Principles







# M<sup>CA</sup>P Stages



**YEAR 1**  
**STAGE 1: 13,600 served**

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

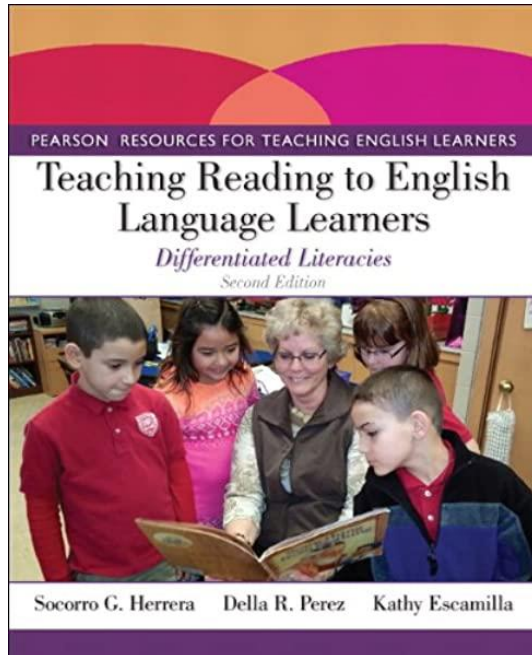


# **Toward a Multilingual California**

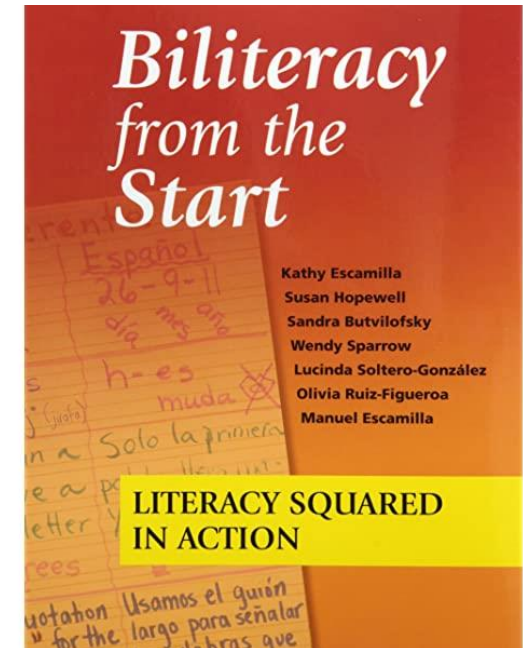
**Kathy Escamilla  
Professor Emerita**

**University of Colorado, Boulder**

# M<sup>CA</sup>P Advisory Council Member



**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**

A vertical panel on the left side of the slide. It features a black background filled with numerous small white stars. On the left edge, a portion of the Earth is visible, showing blue oceans and green landmasses. A bright star with a four-pointed diffraction pattern is located in the upper right quadrant of this panel.

In the

**BEGINNING...**



“I really, really believe in Dual Language Bilingual Education, **BUT** I don’t know what to do with the child who . . .”



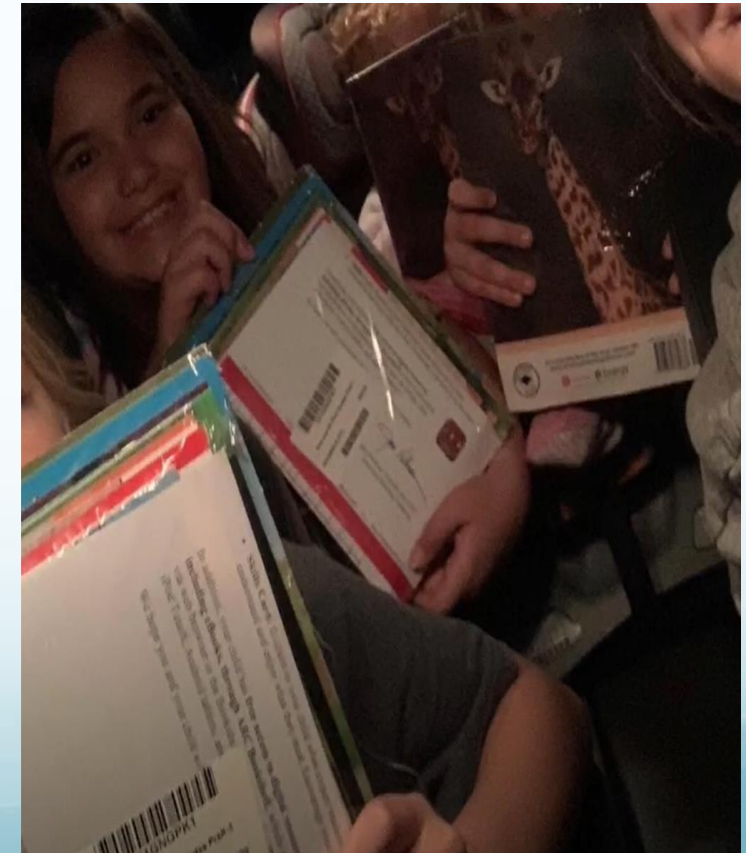
# Asset Based Orientations about Bilingualism – EL Roadmap

## 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...”

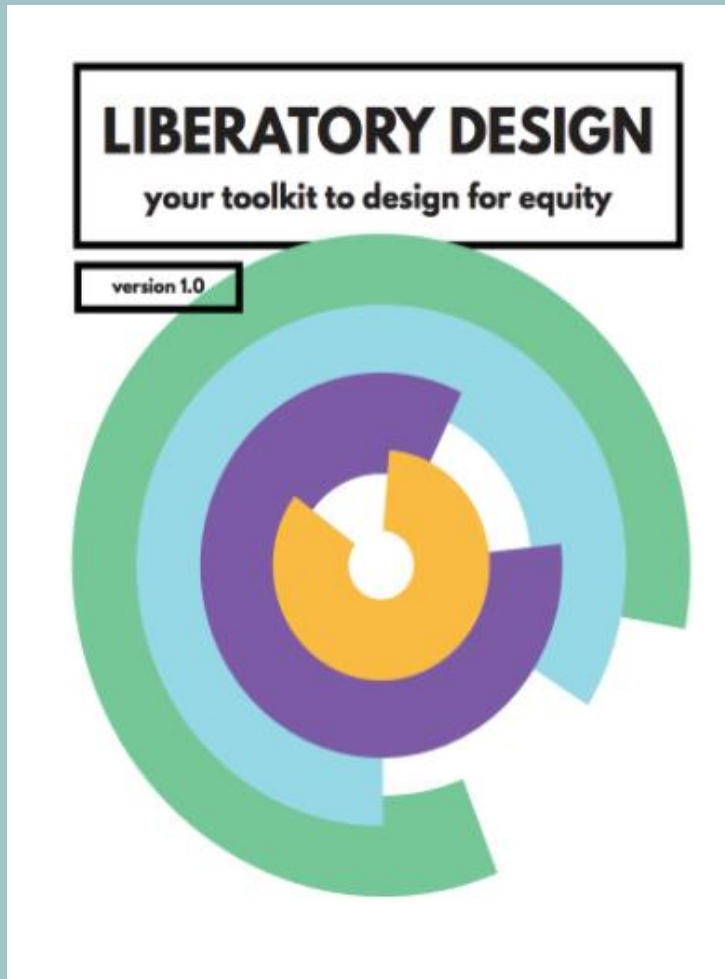
*Lau v. Nichols, U.S. Supreme Court, 1974*



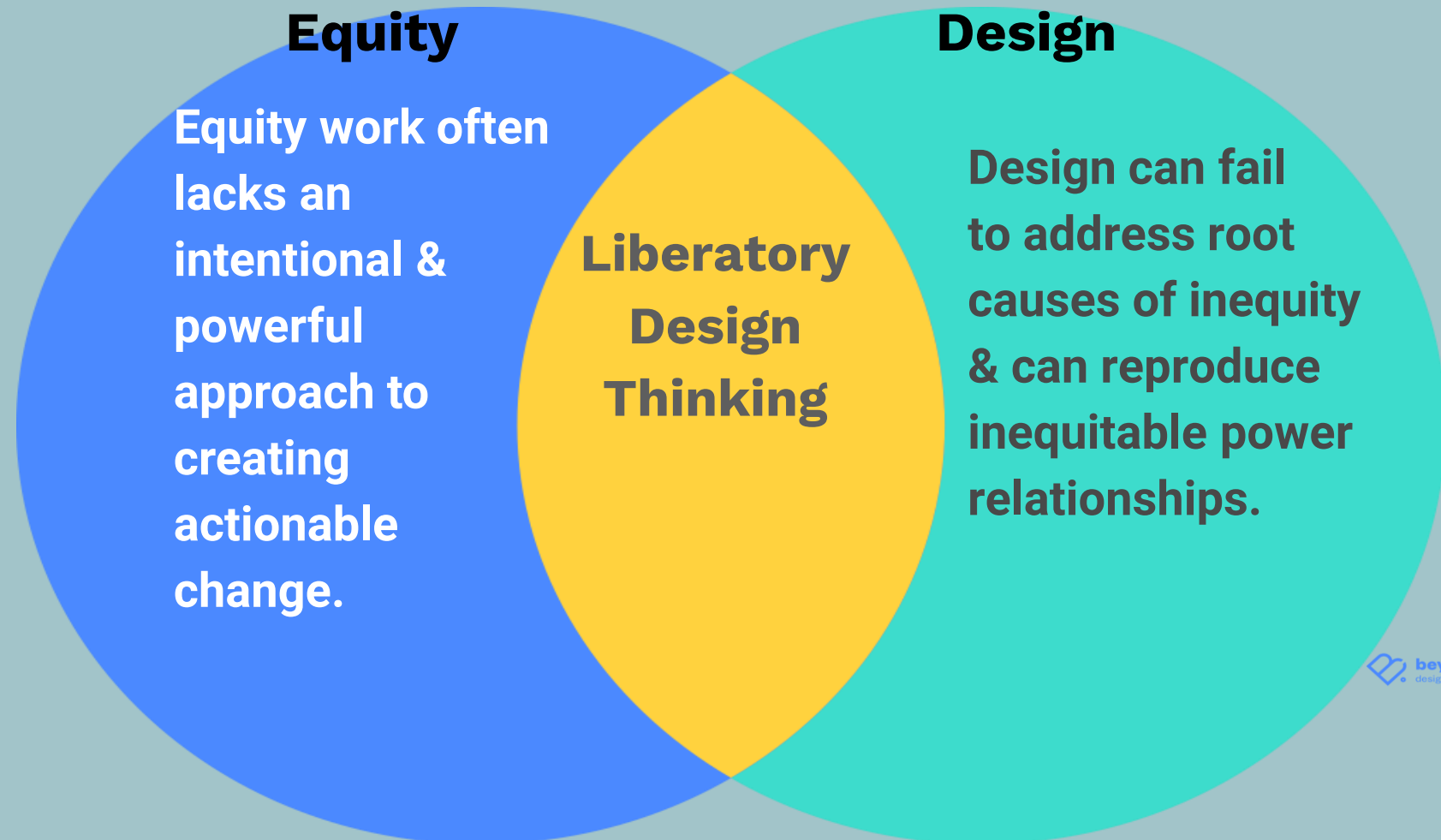
# Leading Change through Liberatory Design

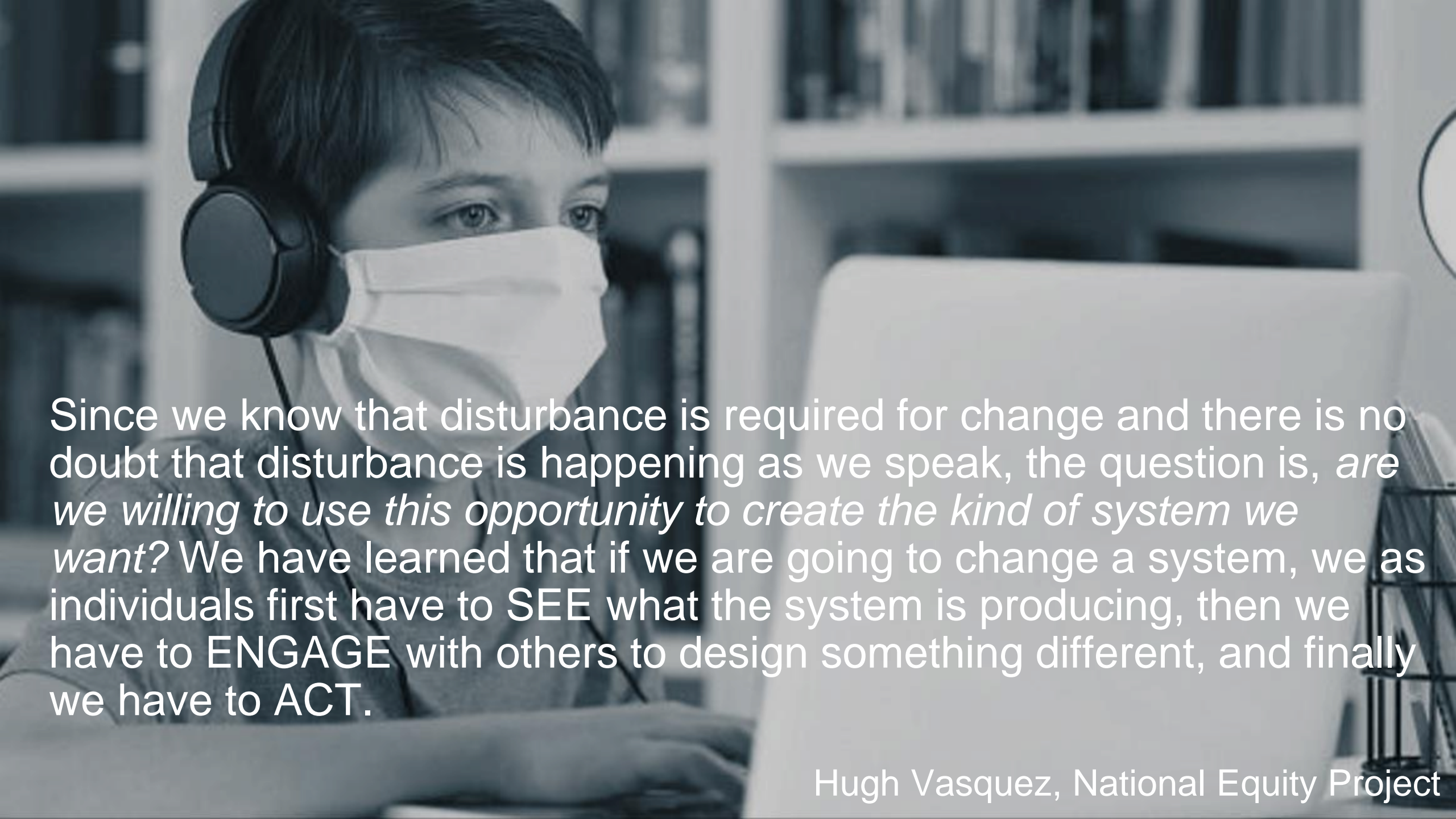


Olympia Kyriakidis



Source: [National Equity Project](#)



A young boy with dark hair is wearing a large black headset and a white surgical face mask. He is looking intently at a laptop screen. The background is a blurred library with bookshelves filled with books. The text is overlaid on the lower half of the image.

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.**





## Designed for Tracking

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”.



# 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.

Adapted for use from Race Forward | [www.raceforward.org](http://www.raceforward.org)



# 1974

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.

*Adapted for use from Race Forward | [www.raceforward.org](http://www.raceforward.org)*





1998

California voters pass proposition 227 with 61% of the vote, outlawing bilingual education in California.





# 2020

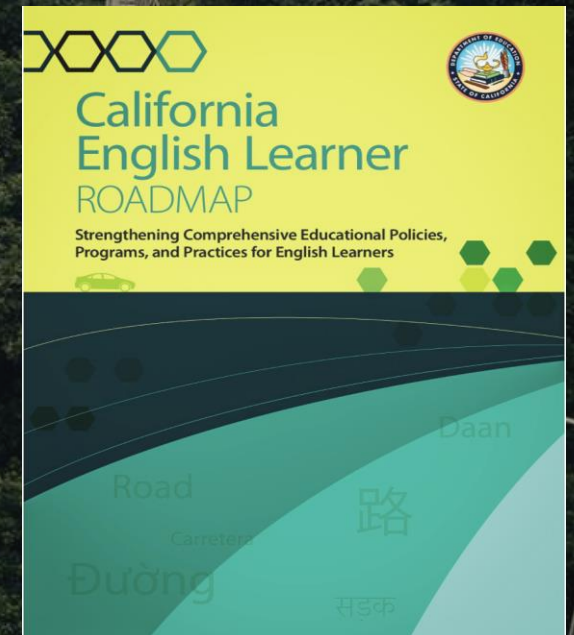
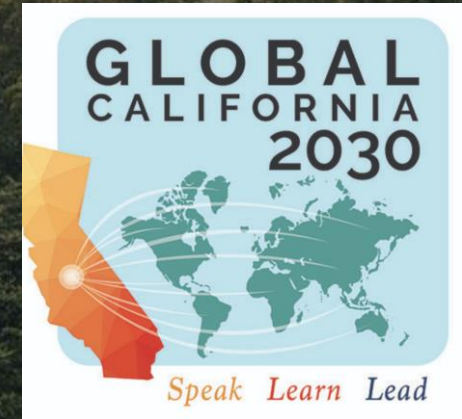
COVID-19 causes a global pandemic in which hundreds of thousands of lives are lost.

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

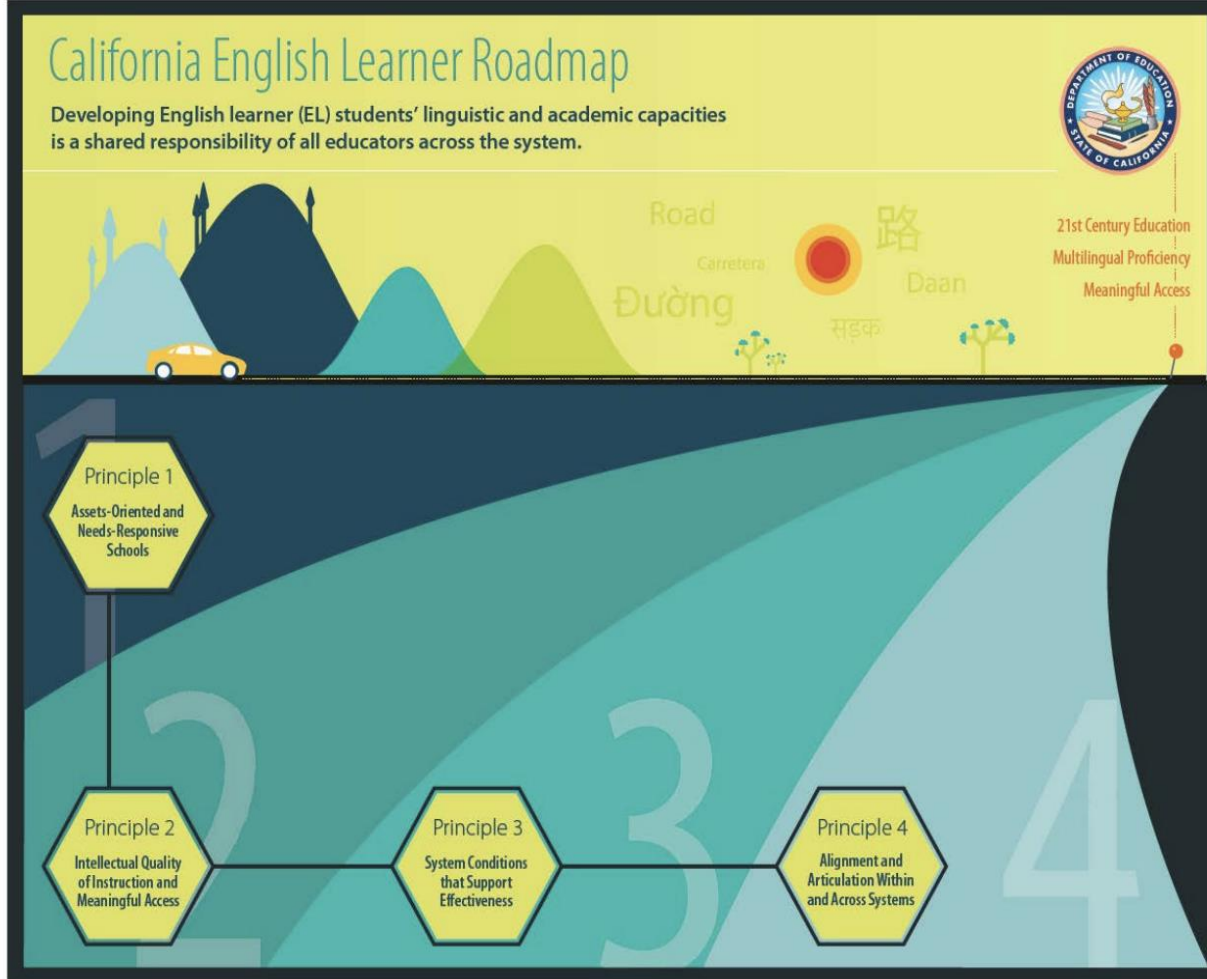




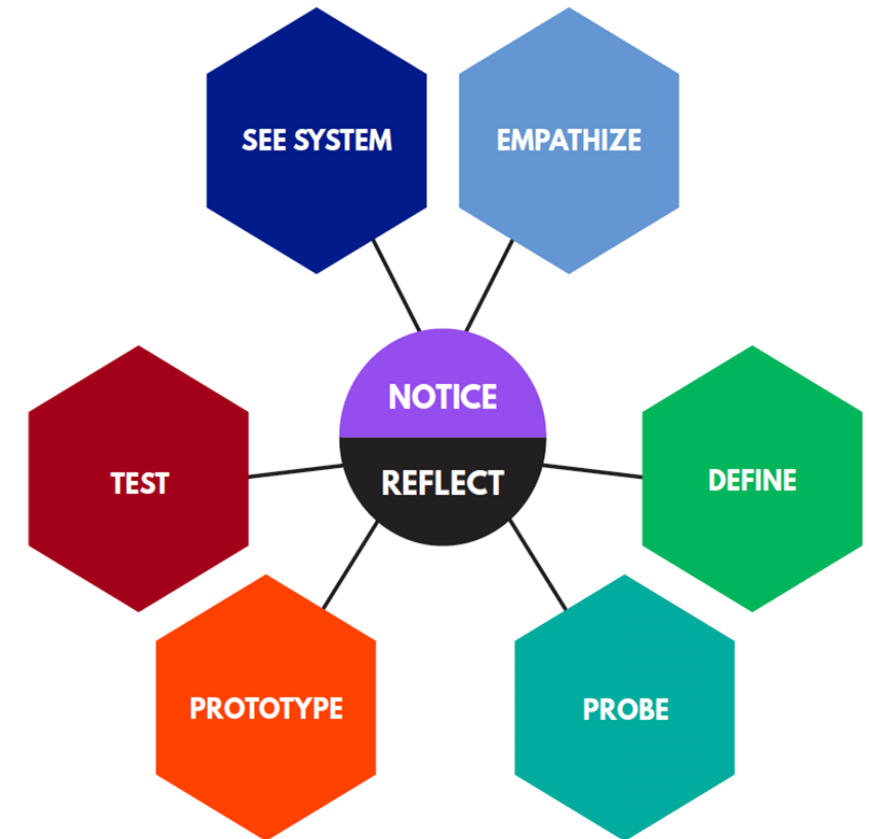
## Transformational Change:

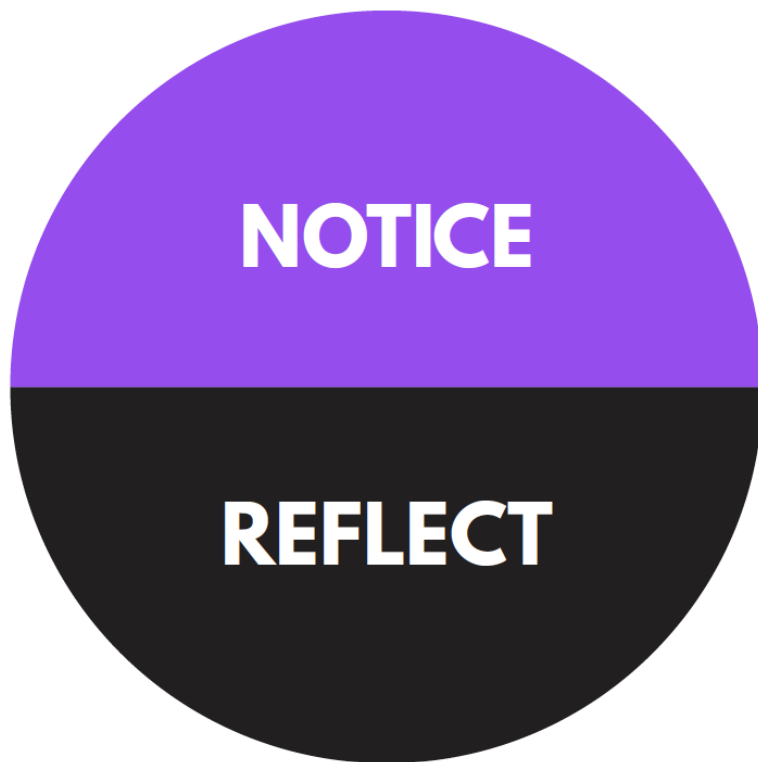
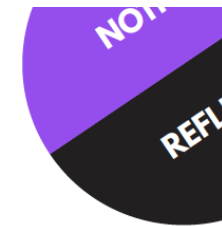
- Builds on a moral imperative
- Requires leadership throughout the system
- Thrives from a shared commitment





# LIBERATORY DESIGN MODES





# 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?

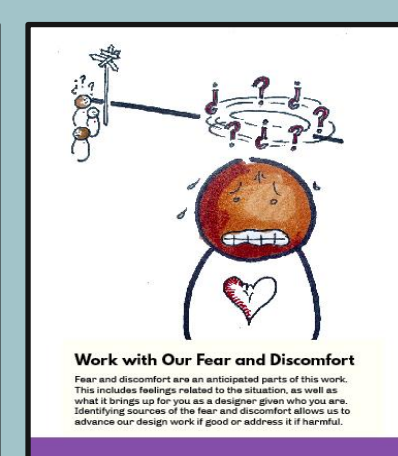
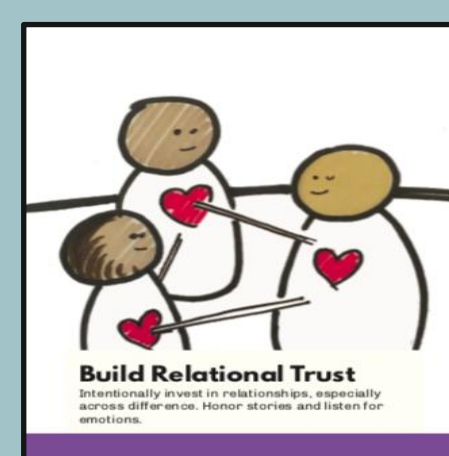
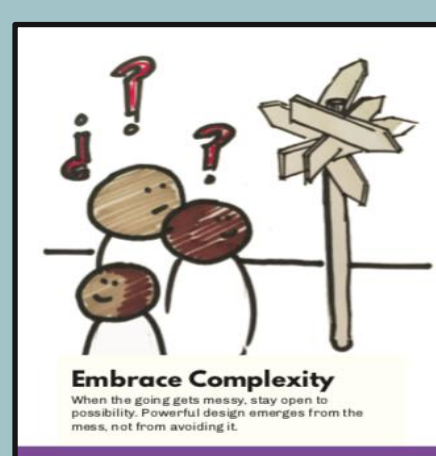
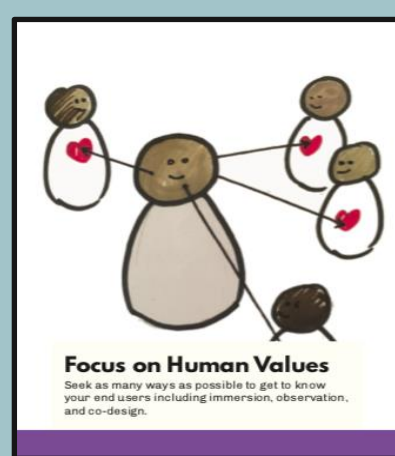
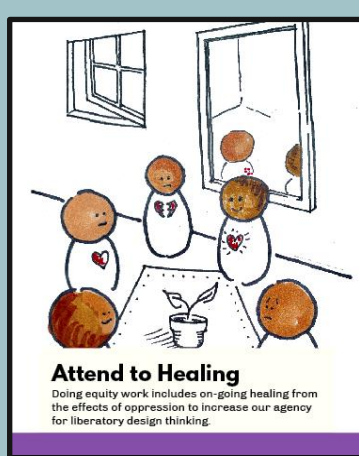
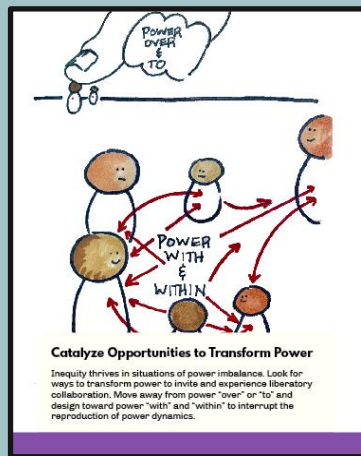
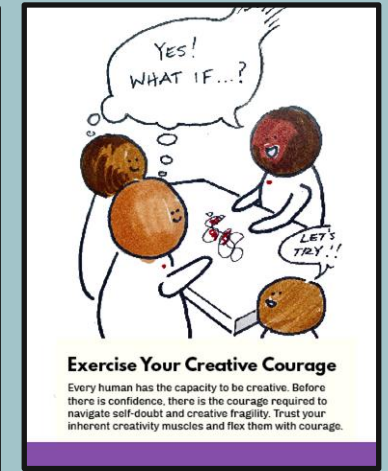
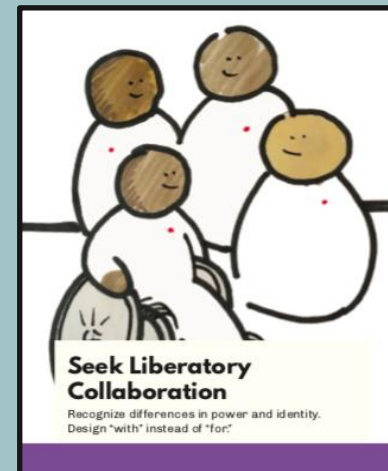
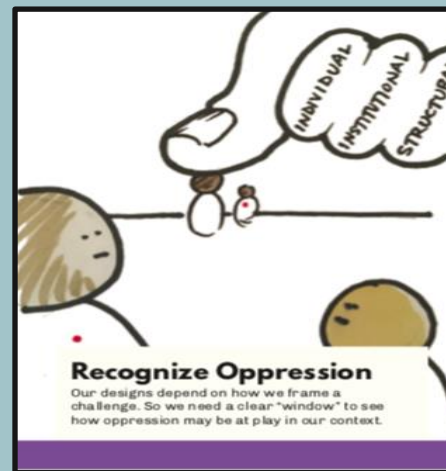
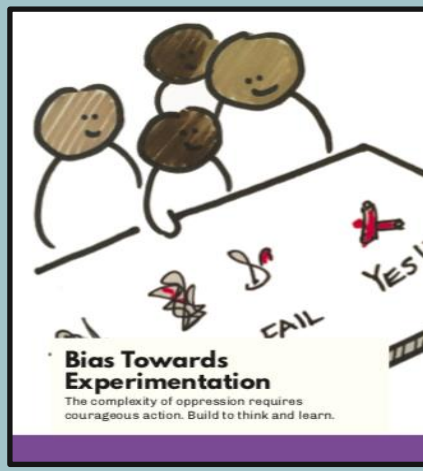
Power: What are the roles and power relationships on our team? Where does decision-making authority relative to our design focus sit?

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

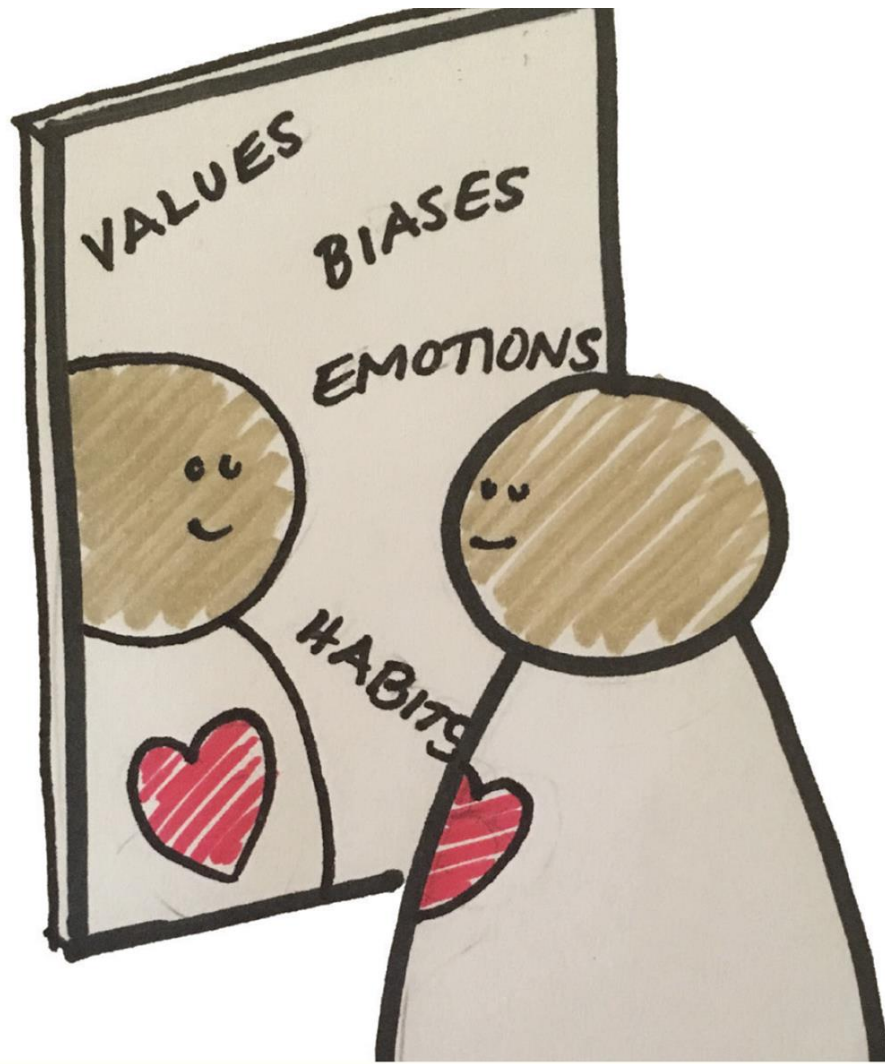
Context: What is the current state of our 'design situation'? What has led to this current state?



# Liberatory Design Mindsets- Our Framing







## Practice Self-Awareness

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.

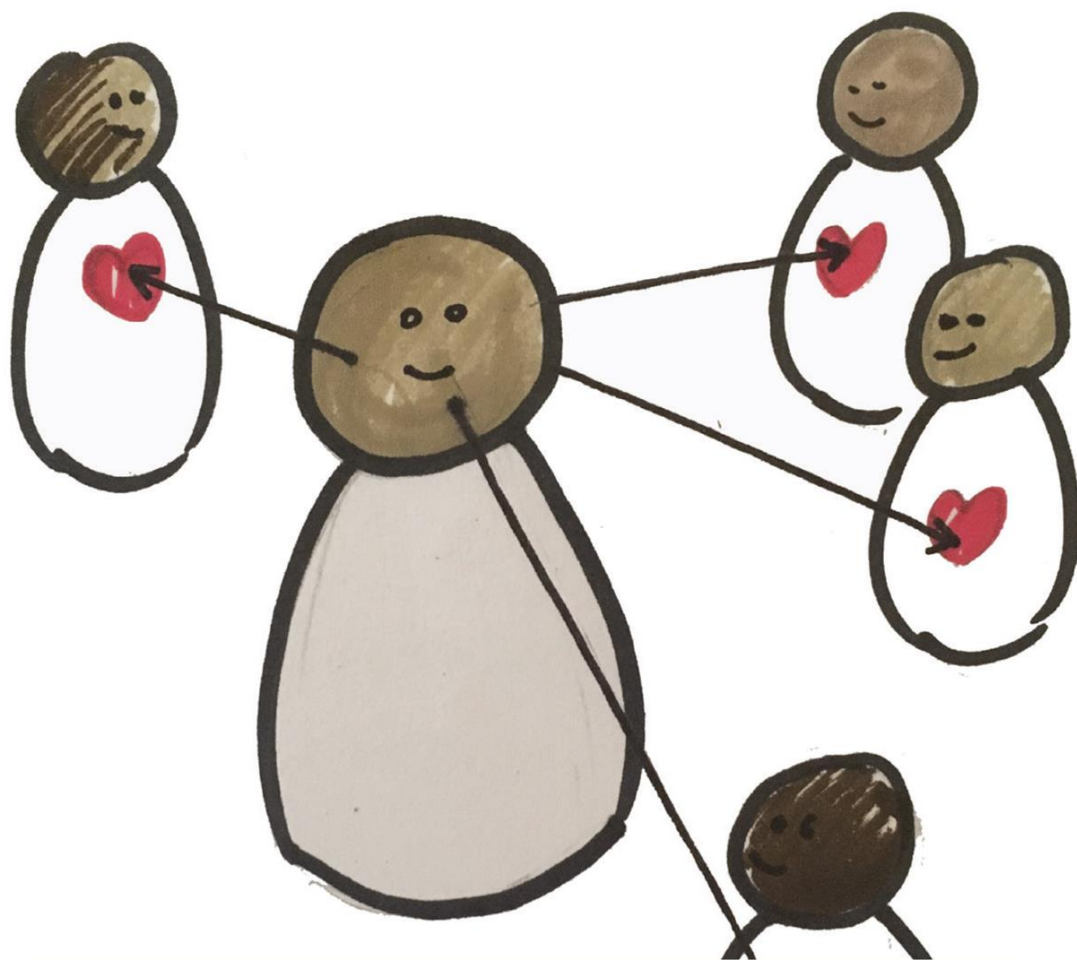
# Practice Self-Awareness

## Why?

Liberatory Design requires we 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

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

## Focus on Human Values

### Why?

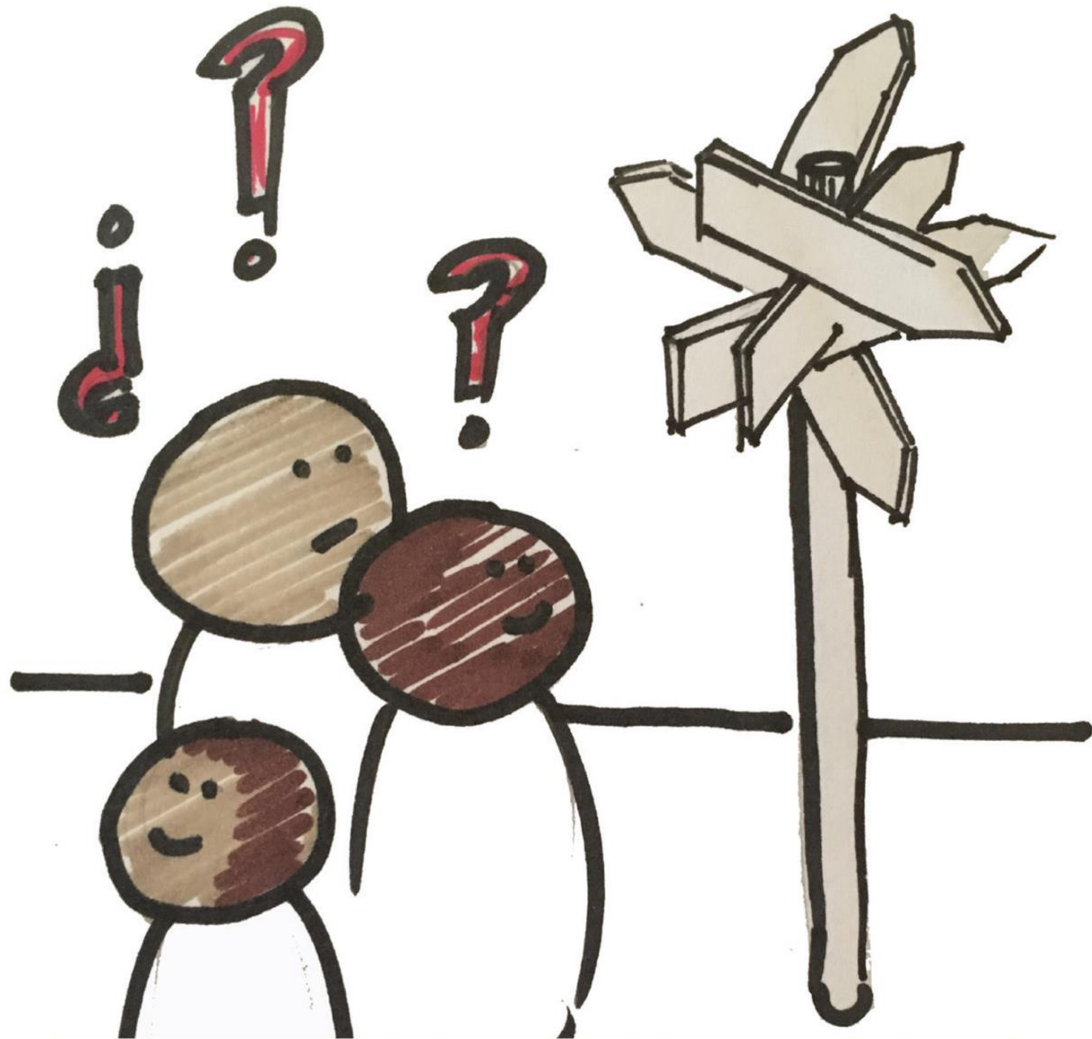
In order to create change that empowers communities from the inside-out, we must place users at the center of all our work. They are the experts on the challenges that face their community.

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

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

## Embrace Complexity

### Why?

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

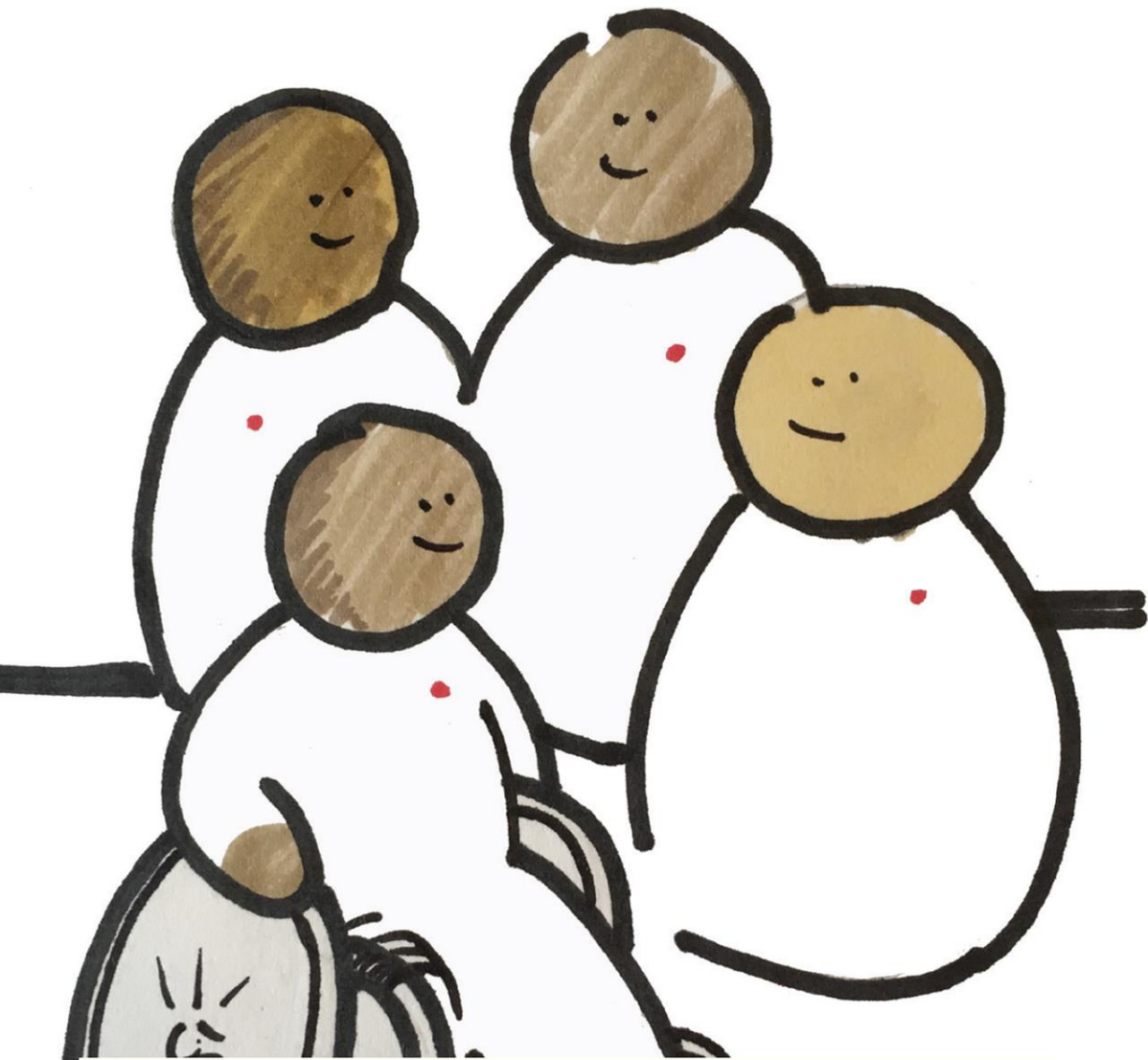
While it can be uncomfortable not knowing what's next or not having a clear answer, jumping to a solution out of discomfort risks defaulting to comfortable or reproductive practices.

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.





## Seek Liberatory Collaboration

Recognize differences in power and identity.  
Design “with” instead of “for.”

## 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



## 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

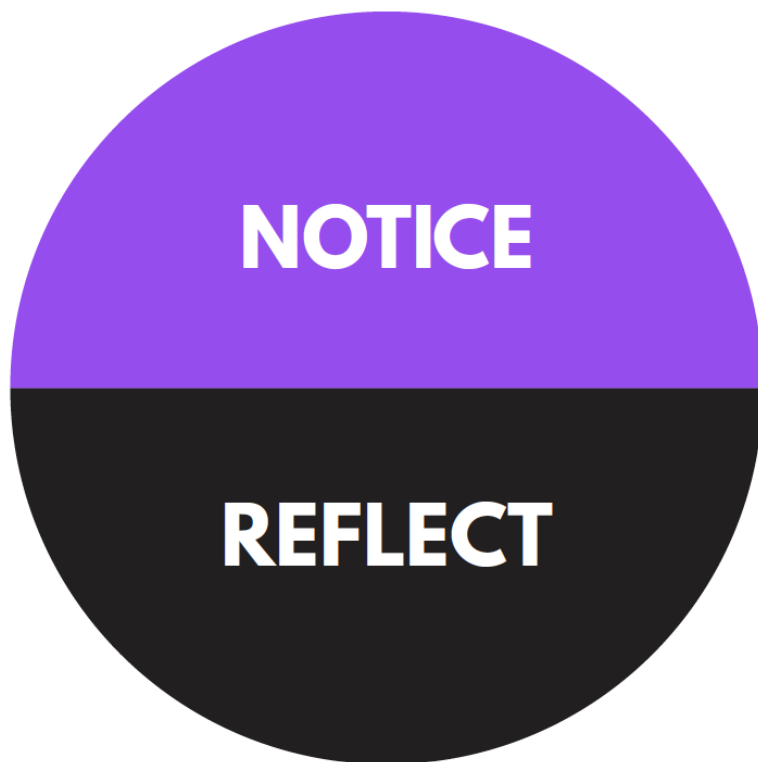
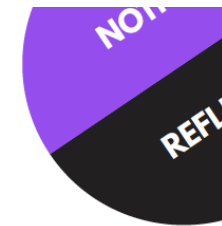
How does my identity and role in this project affect how and what people share with me?

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?

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## 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?

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





Innovation offerings available to MCAP partners from March - July 2021

**EL ROADMAP PRINCIPLE 1**



**PARENT/FAMILY & LEADERSHIP:  
BUILDING  
MULTILINGUAL  
AND  
MULTICULTURAL  
COMMUNITIES  
(CABE)**



**BILINGUAL  
TEACHER  
PATHWAY  
(BCOE)**



**INSTRUCTIONAL  
STRATEGIES FOR  
PRESCHOOL  
TEACHERS OF  
DUAL LANGUAGE  
LEARNERS  
(FCSS)**



**SPECIAL  
EDUCATION IN  
MULTILINGUAL  
SETTINGS  
(SBCSS)**

**EL ROADMAP PRINCIPLE 2**



**DUAL  
LANGUAGE  
TEACHER  
ACADEMY  
(CABE)**



**PROJECT  
GLAD®  
(OCDE)**



**WRITE: WRITING  
REDESIGNED  
FOR INNOVATIVE  
TEACHING AND  
EQUITY IN  
MULTILINGUAL  
CLASSROOMS  
(SDCOE)**



**LANGUAGE  
DEVELOPMENT  
THROUGH  
SCIENCE  
(USD)**

# 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

Home About MCAP EL Roadmap Go CAGE Calendar

SUBSCRIBE FOR UPDATES

EVENTS

Select language

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

Dual Language Resources

View Past Webinar Recordings

Innovations for MCAP Partners

★ UPCOMING EVENTS ★

2021 Webinar Series for Parents/Guardians

Free Professional Learning Opportunity for Parents

CABE 2021

# Subscribe to our M<sup>CAP</sup> website & Join our M<sup>CAP</sup> 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](mailto:mcapalliance@gmail.com)





# Thank You!

## Última Palabra

Questions: [alma@gocabe.org](mailto:alma@gocabe.org)





# Announcements



**JOIN CABE FOR A VIRTUAL CONFERENCE EXPERIENCE LIKE NO OTHER!**

**CABE 2021**  
VIRTUAL ANNUAL CONFERENCE  
MARCH 23-27, 2021

**IMPACTING EDUCATIONAL PROGRAMS THROUGH THE LENS OF RACIAL EQUITY, BILITERACY & MULTICULTURALISM AT LOCAL, NATIONAL, AND GLOBAL LEVELS**

**Click Here to Register!**

**CONFIRMED SPEAKERS**  
(Initial Confirmed List)

Dr. Jim Cummins, Dr. Kathy Escamilla, Dr. Jose Medina, Eric Lee, Silvia Dorte Duque de Reyes, Sandra Meccari

**Adapted Prices for Virtual CABE 2021**

Be sure to include CABE 2021 in your Learning Continuity Plan (LCP)

Registration Categories	Extra Early Bird on/before 1/15/21	Early Bird on/before 2/5/21	Rate After 2/5/21
Administrator	\$325	\$375	\$500
Teacher	\$175	\$225	\$325
Parent			
Para-Educator			
Student			

**CONFERENCE SCHEDULE**  
New times adapted to better meet distance and hybrid learning schedules

Tuesday - Friday, March 23-26, 2021  
2:00pm - 7:00pm PST

Saturday, March 27, 2021  
8:00am - 1:00 pm PST

**EXCITING CABE 2021 FEATURES!**  
Enjoy the same high-quality, professional learning through dynamic online platforms!

- DAILY HIGH PROFILE KEYNOTE AND FEATURED SPEAKERS
- DISTANCE AND HYBRID LEARNING WORKSHOPS AND INSTITUTES
- INTERACTIVE VIRTUAL EXHIBIT HALL
- TOOLS & RESOURCES FOR ONLINE LEARNING
- VIRTUAL PARENT RESOURCE CENTER
- NETWORK & SOCIALIZING GROUPS
- AWARDS
- SPECIAL RATES AND MORE!

Website: [CABE2021.org](https://CABE2021.org) Email us: [CABE2021@gocabe.org](mailto:CABE2021@gocabe.org)

# CABE 2021 Virtual Annual Conference

- March 23-27, 2021
- Attend MCAP Session and **Networking Event** at CABE 2021
- Visit [CABE2021.org](https://CABE2021.org) for more info







# MULTILINGUAL CALIFORNIA

ca|be

## MCAP Webinar two-part series for Paraeducators

**Topic:** Session 1- February 25, 2021 Title: The Bilingual Teacher Pathway in California- Part 1

In this session, attendees will receive information and resources that will help them navigate the process to receive a bilingual credential in California. We will present about our flexible program that allows attendees to take online courses and receive exam support as they work towards becoming a bilingual teacher in California.

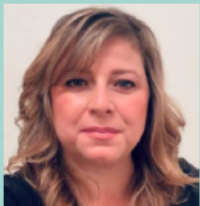
**Session 2- March 11, 2021 Title: The Bilingual Teacher Pathway in California- Part 2**

In this session, attendees will receive information and resources that will help to navigate the process of receiving a bilingual credential in California. We will take a deeper dive into our online courses and exam support to help participants pass the CBEST or CSET on their bilingual teacher pathway. We will also discuss financial supports available to participants.



**Guillermo Castillo**

Director, Future Educator Support Division



**Diana Gomez**

Coordinator, Future Educator Support Division



**Josephino Gonzalez**

Lead Instructor, Future Educator Support Division

## Free Professional Learning Opportunity For Paraeducators

**Date:** Thursday, February 25<sup>th</sup>, & Thursday, March 11<sup>th</sup>, 2021

**Time:** 3:15 pm - 4:00 pm (PST)

**Register once for both days: FREE!**

[Register Now Via Zoom](#)

Butte County Office of Education

Questions? Please contact Dr. Alma Castro at [alma@gocabe.org](mailto:alma@gocabe.org)

MCaP Funded by the CDE EWIG In Partnership with:



- 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](mailto:alma@gocabe.org)



# Resource Links

- Participant Folder:

[https://drive.google.com/drive/folders/13oFobiaglOL4mb9e\\_1te\\_mPp9qp8xXZ8](https://drive.google.com/drive/folders/13oFobiaglOL4mb9e_1te_mPp9qp8xXZ8)

- MCAP Innovation Offerings:

<https://mcap.gocabe.org/innovation-page/>

- CABA 2021

<https://cabe2021.gocabe.org/>

