



WEXFORD, INC.

Leadership • Equity • Excellence

CABE 2024 Presentation:

Overwhelmed? Streamline Your Approach to Strengthen Your Multilingual/English Learner Program

Need support with ML/EL program requirements, initiatives, and timelines? This session helps leaders organize efforts and meet legal obligations, keeping students and families central to the work. Participants explore a practical yet aspirational and affirmative approach to a coherent ML/EL program aligned with the EL Roadmap, interrelating the ML/EL Master Plan and Federal EL Program Monitoring requirements. Focusing on ELD, participants collaborate, gain insights, and use new tools (URLs, handouts) to streamline processes and optimize program outcomes.

Presenters

Kelleen Cook, Program Development Consultant, Wexford, Inc. (kelleenr@comcast.net)

With over 35 years of dedicated service to education, Kelleen Cook brings a wealth of experience to her role as a Program Development Consultant at Wexford, Inc. Her journey spans diverse educational landscapes across Arizona, Illinois, Colorado, and California. Kelleen's career has been marked by multifaceted roles, including teaching from kindergarten through higher education, as well as serving in administrative capacities such as Assistant Principal, School Leadership Coach, and ELD Facilitator Coordinator. Her expertise extends beyond the classroom, encompassing comprehensive consulting and curriculum development in both English and Spanish. Kelleen's passion lies in empowering educators and institutions to create inclusive, effective multilingual programs that uplift students and families.

Angela Randolph, Ed.D., Program Development Consultant, Wexford, Inc. (arandolph5151@gmail.com)

Dr. Angela Randolph's illustrious 38-year career in education reflects her unwavering commitment to fostering excellence and equity in diverse learning environments. As a Program Development Consultant at Wexford, Inc., Angela draws from her extensive experience across elementary, post-secondary, and adult education sectors in Arizona and California. Her leadership roles, including Assistant Superintendent and Director of English Learners, underscore her profound dedication to serving linguistically diverse communities. Dr. Randolph's expertise spans program development, state and federal compliance, and consultancy services tailored to charter schools and districts. With a doctorate in education and a passion for English learner services, Angela is a catalyst for transformative change in educational settings.

Ruth Baskett, Program Development Consultant, Wexford, Inc. (aisteach72@gmail.com)

Ruth Baskett's journey in education spans over three decades, characterized by a steadfast commitment to student success and equity. Before joining Wexford, Inc. as a Program Development Consultant, Ruth served as a classroom teacher, bilingual educator, and district administrator in elementary, middle, and high school settings. Her tenure as project director for the Los Angeles County Office of Education's Multilingual Academic Support (MAS) Unit underscores her leadership in driving impactful initiatives at a regional level. Ruth's expertise lies in crafting holistic approaches to multilingual academic support, rooted in her frontline experience and administrative leadership. With a passion for inclusive education, Ruth is dedicated to empowering educators and leaders to create environments where all students thrive.

For additional information or to find out more about the services we provide contact:

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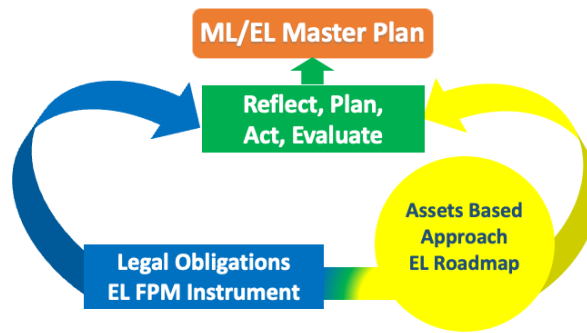
Wexford, Inc.

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Overwhelmed? Streamline Your Approach to Strengthen Your ML/EL Program Presentation Overview



A. Introductions

1. The Wexford Team
2. Participants
3. Reflecting on Your District's ML/EL Master Plan
4. Today's Outcomes

B. Creating a ML/EL Master Plan

1. Purposes of the ML/EL Master Plan
2. Dimensions of the Federal Program Monitoring EL Instrument
3. California English Learner Roadmap (ELR) and other CA guides (e.g., ELA/ELD Framework)

C. Connecting It All Through English Language Development

1. Principle 2 of ELR and EL FPM Instrument EL 14: ELD Planning Tool
2. Aligning Your Plan
3. Developing your Plan with Principle 2 of the ELR and EL FPM Instrument EL 14: ELD Part G Planning Tool

D. Next Steps – Putting It Altogether

1. Key Action Categories for Development
2. ML/EL Program Planning Development Timeline for Key Actions Tool

E. Questions/Reflections – Google form to Provide Feedback

Find all of these Wexford Resources on our website: www.wexford.org

1. CABE 2024 Presentation Handout
2. CABE 2024 Presentation Slide Deck
3. Wexford ELR Principle 2 Element Alignment Tool
4. Wexford ML/EL At-a-Glance Timeline
5. Wexford FPM 23-24 Planning Tool



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Developing your Plan with Principle 2 of the ELR and EL FPM Instrument EL 14: ELD Part G Planning Tool

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 2 Element G	Questions Based on Essential Features of ELD and EL FPM Instrument: EL 14	Evidence <i>Evidence referenced in the previous activity, board policies, protocols, currently scheduled collaboration, local initiatives, current master plan, grading policies, etc.</i>	What is in place? What do we need to work on? <i>Policies, protocols, currently scheduled collaboration, local initiatives, current ML/EL Master Plan, etc.</i>	What are your next step? <i>Alignment and Articulation across District and Site Systems: How do you involve the right people at the right time to develop, implement and evaluate the plan?</i>
G. English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum.	1. What evidence is there that describes the district’s designated ELD programs, including course sequence, for all grades, transitional kindergarten through grade twelve (TK–12), and all ELP levels?			
	2. What evidence does the district have that ELD course descriptions meet the needs of the various EL typologies (e.g. newcomers, LTELS)?			
	3. How does the district ensure and what evidence is there that all English learners are enrolled in a designated ELD course?			

Principle 2 Element G	Questions Based on Essential Features of ELD and EL FPM Instrument: EL 14	Evidence <i>Evidence referenced in the previous activity, board policies, protocols, currently scheduled collaboration, local initiatives, current master plan, grading policies, etc.</i>	What is in place? What do we need to work on? <i>Policies, protocols, currently scheduled collaboration, local initiatives, current ML/EL Master Plan, etc.</i>	What are your next step? <i>Alignment and Articulation across District and Site Systems: How do you involve the right people at the right time to develop, implement and evaluate the plan?</i>
G. Continued English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum.	4. What are your district guidelines for ELD Instruction? (minimum number of daily minutes)?			
	5. What is the district’s criteria for course placement and expected objectives to progress into the next course or level?			
	6. How does the district ensure and what evidence is there that ELD classes are included in the daily or master schedule?			