RISE UP

A Visionary and Provocative Strategic Plan in Support of

Multilingualism

Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.

Paulo Freire

You do not become a 'dissident' just because you decide one day to take up this most unusual career. You are thrown into it by your personal sense of responsibility, combined with a complex set of external circumstances. You are cast out of the existing structures and placed in a position of conflict with them. It begins as an attempt to do your work well, and ends with being branded an enemy of society.

Vaclav Havel

ACKNOWLEDGEMENTS

This strategic plan was developed with the dedicated effort and collaboration of our executive board members and partners We greatly appreciate their guidance and support and thank them for their time in reviewing and giving input for this plan. We are particularly grateful for the sponsorship, support, participation, and encouragement of the organizations and individuals who committed their time and minds to this work:

Silvia Dorta Duque de Reyes, Benchmark Publications
Arthur Chou, Velázquez Press
Ramón Zavala, Morgan Hill USD
Aldo Ramírez, San Bernardino City USD
María Cárdenas, President, CABE-META

An enormous debt of gratitude is due to all who contributed to this Strategic Plan development process with their thoughts and experiences, shared concerns and participated in drafting action plans. This document is the fruit of their collaborative spirit, passion, and enthusiastic support for which the Strategic Plan conveners and facilitators are most grateful.

Strategic Plan Facilitation, Writing, and Design
by Francisca Sánchez
Provocative Practice

FROM THE PRESIDENT

June 2019

Dear Colleagues:

This is a remarkable moment in NABE history. No longer a novice organization, we can rely on a long history of advocacy, professionalism, and struggle for social justice and equity. Now, we have an unprecedented opportunity to reposition ourselves as the nation's most powerful and responsive experts and advocates in English Learner education. This strategic plan introduces NABE RISE UP, our new leadership strategy for dramatically improving the educational landscape for English Learners and the educators and families who support them. We intend to make true a visionary future for our organization and a powerful vision of English Learner success.

In order to achieve our focused vision for the future and outcomes and the Executive Board's new goals as effectively as possible, we need to ensure that all of our other organizational functions and decision-making are aligned to optimally support this educational outcome. NABE RISE UP is the vehicle that will allow us to operationalize that intent of achieving a sustainable system of high performing 21st century schools and districts for all the nation's English Learners.

We have taken a clear stand: Our vision for English Learner success and our leadership strategy will be the drivers of our decision-making and improvement efforts. NABE RISE UP is our educational solvency plan, which we will use in concert with our fiscal solvency plan to enact our organizational values, priorities, and initiatives. NABE RISE UP represents an explicit investment in values-driven, principles-based educational planning and reform for English Learner success.

As part of this moral imperative and guided by a commitment to equity, high expectations, and accountability, we resolve to provide a safe and healthy learning environment for our children and youth, prepare all English Learners to be college, career, and 21st century ready, ensure English Learner achievement drives our decision-making, and create an environment that promotes actively engaged and supportive communities. We are eager to move from mere words to concerted action and look forward to inspiring our members and partners to join us in this worthy endeavor.

Respectfully,
Margarita Pinkos
NABE President

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PREFACE

This document presents the NABE's strategic and visionary plan for ensuring English Learner success as it moves forward in improving, strengthening, and reconceptualizing the type of education that English Learners need to be successful in school, in their communities, and in the world. This plan also provides a roadmap for dramatically improving the results districts and organizations achieve overall and for launching NABE on a journey to becoming a model of national excellence with regard to driving English Learner education and sustainable transformative school reform.

What has became clear, however, as this design work progressed, is that the vision of powerful success for English Learners that emerged from this process was something valuable and desirable for ALL students. That sentiment and insight is perfectly aligned with what the research tells us about creating powerful learning environments capable of producing powerful results.

With this in mind, the NABE leadership wishes to communicate to the entire national and international community that while this plan may be targeted specifically to English Learners, NABE will continue to advocate for multilingual learning as appropriate to ALL students in order to ensure that as a connected community we support what we know to be best for all children and for our community.

<div align="center">

Francisca S. Sánchez
NABE Executive Board Member
Strategic Plan Facilitator & Consultant

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EXECUTIVE SUMMARY

In September 2018, the NABE Executive Board met to design a new and transformational strategic plan. The result, RISE UP: ENGAGING A MULTILINGUAL GENERATION, is a ground breaking effort to design an overarching plan for a new approach to nurturing the multiple languages and cultures that make up our nation, and in fact, our world.

This visionary strategic plan strives to ensure that all members of our extended community are fully included in strengthening NABE's ability to support coherent, connected, and powerful learning by providing guidance to our schools and community about how best to serve our multilingual and multicultural community. It addresses the educational success of all language learners in a comprehensive manner that builds on their languages, cultures, experiences, skills, and resources to graduate them prepared for success in college, career, and the global world. It also addresses the needs of other sectors of our community so that we can all experience a resurgence in the viability of the languages and cultures at the heart of past, present, and future. As a fundamental approach to implementing this plan, we have committed to a process of community engagement, with the anticipation that relationships among and across a most diverse group of stakeholders will be strengthened, and ownership of the issues will result. This monumental and innovative effort to move our communities to the forefront of powerful and transformative leadership creates a unique opportunity to make an incredible and sustainable impact for the diverse communities in the United States and abroad: students, families, schools, and community.

RISE UP features several through lines that we should expect to see across the nation as basic characteristics that our community is able to recognize, describe, and promote as hallmarks of quality:

PreK -16+ Coherence
We should expect a seamless journey beginning with joyful preschoolers, moving to become multilingual/multicultural college, career, and globally ready graduates with multiple post-secondary options, and culminating in life-long learning opportunities for community members of all ages.

Global Approach
We should expect all projects and initiatives to reflect the demands of an interdependent, global, knowledge-based, creative-age society and economy.

Quality & Committed Leaders
We should expect expert leaders who are focused on improving engagement, achievement, and global success for our community through the use of powerful practices, including frequent collegial collaboration and inquiry.

Values-Driven, Principles-Based, Research-Informed Programs & Practices
We should expect that our initiatives, programs, and practices reflect our values and principles, and are supported by the existing research on effectiveness.

RISE UP represents our new leadership strategy for dramatically improving outcomes for our nation's language learners. In order to make this understandable to the broader community, a set of NABE Essentials was defined.

VISION & MISSION
Our vision and mission paint the picture of where we're headed as an organization --- our future destination --- as well as the big picture paths we'll take to get there.

Vision
NABE: Creating Multilingual Citizens of the World

Mission
ADVOCATE for transformative policies and practices that disrupt inequities and achieve educational equity and excellence for bilingual/multilingual students in a global society.

PROMOTE, CREATE, AND SUPPORT policies, programs, services, and partnerships that result in high levels of multilingualism and multiculturalism, educational equity, and excellence.

INNOVATE with partners and affiliates to build capacity for successfully promoting language and culture as essential to a thriving and sustainable world.

INSPIRE AND LEAD our diverse communities to take bold action for results that move us closer to our vision.

OUR VALUES
NABE RISE UP has established a set of five core values that form the foundation for our core work and that reflect our most inspired sense of identity. Because our stated values define the nature of our organization, they are a reminder to stakeholders and a message to everyone else of what NABE stands for. As an organization, we will rely on these five key values to guide our service, research, and advocacy agenda:

- Multilingualism & Global Competency
- Culturally & Linguistically Responsive Education
- Connection, Engagement, & Relationship
- Creativity, Innovation, & Investment
- Identity, Action, & Resistance

Multilingualism and Global Competency

We value MULTILINGUALISM and GLOBLA COMPETENCY as individual, community, national, and global assets. Research confirms that when students can achieve proficiency in two or more languages, not only do students themselves benefit in multiple powerful and life-changing ways, but their families and communities benefit as well. Those benefits also accrue to our society and our world, transforming the way that human beings relate to each other to create a better global community.

Culturally and Linguistically Responsive Education

We value CULTURALLY AND LINGUISTICALLY RESPONSIVE teaching as a liberating and emancipatory approach to situating learning in students' lives and positively acknowledging students' and families' languages, cultures, funds of knowledge, and lived experiences so that students are able to develop the social capital to acquire knowledge, skills, and capacities to become confident global citizens.

Connection, Engagement, & Relationship

We value CONNECTION, ENGAGEMENT, and RELATIONSHIP because it is through the strong connections and relationships we create with each other and our partners that we inspire and advocate for our communities. This powerful engagement becomes a passport that allows us to navigate multiple worlds and perspectives, strengthening relationships across and within communities.

Creativity, Innovation, & Investment

We value and promote CREATIVITY and INNOVATION that derive from knowledge, skills, and experiences that are designed to strengthen multilingualism, global competency, and powerful and transformative practices, programs, and policies. We are committed to motivating ourselves and others to INVEST in and expand on our collective ideas to bridge our communities.

Identity, Action, & Resistance

We value the multiple IDENTITIES that each of us has, including those tied to culture, language, and history. Awakening and ACTION are two sides of the same coin, as they both require the ability to imagine new possibilities and then create what does not yet exist. Our work is steeped in a tradition of RESISTANCE and advocacy.

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OUR PRINCIPLES

To support our vision and mission, NABE RISE UP puts forth a set of values-driven operational or design principles. These principles serve as guidelines for our work with schools, communities, and partner organizations. They define how we design and implement our priorities and initiatives, how we make decisions, and how we deal with repetitive patterns of negative thinking and doing that surface as barriers and obstacles.

Passion, Empowerment, & Professionalism

We experience enthusiasm and encouragement as evidenced by our excitement and joy in what we do every day. We strive to inspire ourselves and others to transformative action. Our behavior reflects pride, motivation, empowerment, and professionalism through involvement and providing superior service to all. We are encouraged to act in the best interests of our students, staff, and community, as guided by our values, vision/mission, and theory of action.

Advocacy-Oriented Leadership

Internally, advocacy-oriented leadership requires that we institute organization-wide mechanisms to focus all stakeholders on the diverse multilingual and multicultural needs and assets of each specific group we serve. We organize, coordinate, and integrate our programs and services to respond systemically to the needs and strengths of our stakeholders. Externally, we advocate to impact public and educational policies on the local, state, national, and world level to promote our organizational vision, aligning our efforts and partnering with others to maximize our potential impact. We are tireless advocates who work to influence and help create policies, programs, research, pedagogy and professional development in support of multilingualism.

Community, Collegiality, & Collaboration

Collegiality and collaboration provide us with the opportunity to learn about the perspectives of others and develop an appreciation of the common ground between our values and those of others. We actively foster productive and emotionally satisfying interpersonal dynamics. Through collaboration, we can create innovative solutions built on common ground that lead to community (common + unity). Every aspect of our work models and strives to facilitate collaboration and team building from multiple perspectives.

We also recognize that the collaborative problem solving and solution seeking that characterize a healthy organization can lead to innovative solutions that might not have emerged otherwise.

Impact

Through the design and implementation of our programs and services, we strive for maximum positive impact on increased capacity, learning, and success. In the planning and design of our programs and services, we consider from the outset how we will determine the degree to which participants implement what they learn, and the degree to which implementation of participant learning impacts student learning and success. By design, we incorporate mechanisms into our professional learning processes and resources to substantiate the empirical link between professional learning and student achievement. We use the professional resources and experiences of our organization and social justice communities to effectively monitor, evaluate, and improve our approaches.

Clarity & Transparency

We strive to be clear in our communications and transparent in our decision-making and behavior in order to promote respect, trust, and confidence. We avoid oversimplification. The way we plan and design together reflects the respect we hold for each other. Our communications clarify and never confuse. We speak our truth.

Value-Added

Our programs, services, and products/resources add value to what already exists and empower users and stakeholders by expanding their capacity to impact powerful multilingualism and global competency. Our programs, services, and products/resources empower people to try new things and to use resources in inventive new ways. We anticipate issues and concerns. We give users enough information so they can repair, modify, correct, and adjust based on their local contexts. We make novice users feel like experts by enabling them to do things they never thought they could. Not all activities/resources are equal. We decide what's most important in our programs/services and make those things easy to find and use.

OUR STRATEGIC GOALS

Our strategic goals represent the big buckets of work we will take on as an organization in order to realize our vision.

1.0 Organizational Infrastructure & Sustainability (Lead: Francisca Sánchez)

Design and implement an infrastructure to suupport and communicate NABE's identity and strategic work and facilitate strategic plan implementation, progress monitoring, assessment of effectiveness, and sustainability.

2.0 Multilingual Excellence (Lead: María Arreguín Anderson)

Promote, recognize, and sustain excellence in bilingual/multilingual education by providing strategic guidance/support for and increased access to powerful high quality models, programs/pathways, resources, and research.

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3.0 Talent Development (Lead: Judy Sauri)
To improve the quality of classroom instruction and interaction as well as program organization and sustainability, provide coherent, comprehensive, and ongoing professional preparation and support using multiple platforms, based on well-defined standards of practice aligned to NABE'S vision.

4.0 Membership & Affiliates (Lead: Josie Tinajero)
Develop and implement a robust menu of membership and affiliate services and communication protocols that substantially increase individual and affiliate membership, engagement, and satisfaction.

5.0 Strategic Partnerships (Lead: Leo Gómez & Evelyn DeJesús)
Enhace, pursue, and sustain strategic partnerships that accelerate and support multilingual program implementation support globally and expand NABE's strategic reach, influence, and impact.

6.0 Community Engagement (Lead: Clarissa Duskin)
Engage students, families, and communities in powerful multilingual/multicultural learning, collaboration, leadership, and advocacy.

7.0 Advocacy & Celebration (Lead: César Moreno Pérez)
Expand NABE's legislative, policy, and legal advocacy efforts in support of dramatically improving access to bilingual/multilingual programs for all students PreK-12; establish protocols for recognizing and celebrating accomplishments.

RISE UP sets out the guidelines for how we will serve our NABE community. It includes a comprehensive set of recommendations and accompanying actions enacting our overarching goal of ensuring that every member of our community is prepared to succeed in a globalized 21st century world that prioritizes multilingual/multicultural skills. We recognize that implementation of RISE UP will require a major transformation of our priorities, policies, and practices. The recommendations and actions provide a blueprint for realizing our vision of success for our community and include short term, medium term, and long-term actions.

NABE is the right organization to advance a cutting edge strategic plan that innovates, inspires, and re-imagines what is possible for our diverse multilingual and multicultural communities. Through this new strategic plan –RISE UP -, we will model for communities everywhere what it means to prepare for the multilingual and multicultural global world of today.

OUR ORGANIZATION

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Taking Up the Challenge

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ABOUT NABE

As a membership organization of tireless advocates, NABE works to influence and create policies, programs, research, pedagogy, and professional development because we know that we are investing in our children's education, our nation's leadership, and our world's well-being. By using native and second languages in everyday life, we not only develop intercultural understanding, but we also show by example that we respect and can effectively cross cultural and linguistic borders.

NABE has affiliates in 20 states, collectively representing more and more members that include Bilingual and English Learner (EL) teachers, parents, paraprofessionals, administrators, professors, advocates, researchers, and policy makers.

Multilingual/multicultural excellence is an admirable goal for every individual. We embrace this mantra and advocate learning more than two languages and cultures. We are a global society, and we must be at the cutting edge in living and creating unity within diversity.

Our annual conference is the only one in the United States dedicated to exploring topics of interest to teachers, administrators, and parents of English Learners, including second language acquisition, bilingual education, assessment and accountability, teacher training, special education, and grassroots activism. In addition to our annual conference, NABE also offers special regional institutes and other policy and practice convenings.

As a tireless advocacy organization since 1976, NABE has worked very hard over the years to influence and create policies, programs, research, pedagogy and professional development to improve the education of English Learners. NABE has relied on its affiliates, membership, and board members to provide a vision for the country in regards to the education of English Learners. Primarily, NABE has been promoting the use of the native language, most commonly Spanish and English, for classroom instruction and in everyday life. However, English Learners represent over 100 languages and less common, bilingual programs are also available in German/English, French/English, Chinese/English, Vietnamese/English, Navaho/English, Apache/English, Arabic/English, Portuguese/English and other languages across the U.S. Internationally the languages are usually indigenous and the majority language such as: Quechua/Spanish, Garifuna/Spanish, Nahuatl/Spanish. NABE has helped develop intercultural understanding, and it has demonstrated that educators can learn to effectively cross cultural and linguistic borders.

NABE Board & Staff

NABE is governed by a ten-member, geographically diverse executive board that is elected by the NABE membership through an annual election process. For 2018-2019, the elected board includes:

Margarita P. Pinkos, Ed.D., PRESIDENT
margaritapinkos@gmail.com
Eastern Region Representative

Josie Tinajero, Ed.D., VICE-PRESIDENT
tinajero@utep.edu
Member-at-Large

Leo Gómez, Ph.D., TREASURER
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César Moreno Pérez
cmoreno@aft.org
Member-at-Large

Clarissa Duskin, M.Ed.
clarissa.duskin@stlucieschools.org
Parent Representative

NABE has a staff of three with support from consultants as needed:
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drsantiagow@gmail.com

Nilda M. Aguirre, Ed.S., DEPUTY DIRECTOR
Conference.nabe@gmail.com

Tina Geneste, CONFERENCE OFFICE MANAGER
presenters.nabe@gmail.com

NABE Affiliates

For nomination purposes only, NABE divides the states of the U. S. in three geographical regions: Eastern, Central, and Western. NABE has 19 active affiliates in 18 states and three countries, China, México, and Spain. NABE also has 6 inactive affiliates.

East Region	*Central Region*	*West Region*	*International*
Florida (2 affiliates)	Kansas	Arizona	China (January 2016)
Georgia	Illinois	California	México (October 2016)
Massachusetts	Oklahoma	Idaho	Spain (September 2016)
Michigan	Texas	New México	
New Jersey	Wisconsin	Oregon	
New York		Washington	

Inactive

Capital Area National Association for Bilingual Education	Louisiana
Maryland Association for Bilingual Education	South Dakota
Pennsylvania Association for Bilingual Education	Utah

Responsibilities & Expectations

In order to remain an affiliate in good standing, affiliates must pledge to:
1. Keep the NABE Central Office advised of any changes that occur during the year.
2. By January 31 of each year, submit the Affiliate membership fee of $100, the list of Affiliate Executive Board members, including names, addresses, telephone numbers, and term of office, and if available, the date, location and theme of the next annual conference and/or alternative professional development event, if available.
- Include the NABE membership option in affiliates' membership materials.
- Advise NABE as needed.
- Participate in the Joint Delegates Assembly (annual Affiliate meeting).
- Ensure representatives of the Affiliate are current NABE members in good standing.
- Disseminate information to affiliate members regarding issues of national concern.
- Share information about their affiliate activities, accomplishments, and publications.
- Affiliate conference chairs can make a request to the NABE president for NABE materials to be displayed at their conferences and vice-versa.
- Submit nominations for NABE awards and recognitions.

In return, NABE provides the following benefits to its affiliates:
- Meet with Affiliate Presidents or designees at the Annual Conference Affiliate Meeting/Delegate Assembly;

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- Keep Affiliates advised of NABE activities via the NABE *Weekly E-News* and NABE's website, www.nabe.org;
- Advise the Affiliates regarding policies and developments in the field of bilingual education;
- Provide technical assistance to the Affiliate upon request and as staff and resources allow.
- Provide Executive Board members to the extent possible to represent NABE at affiliate conferences if there is no cost involved for NABE.
- Provide Affiliates with a booth at NABE annual conferences.
- Recommend speakers for the affiliates' professional development events.
- Provide access to the Bilingual Research Journal (BRJ), the NABE Journal for Research and Practice (NJRP), and to the *NABE Perspectives* quarterly magazine.
- Advocate at the national level for issues that affect the affiliates in the field of bilingual education.
- Provide technical assistance with the establishment of the Seal of Biliteracy or its implementation.
- Highlight affiliates' accomplishments and successes via NABE Weekly E-News.
- Gather *Teacher of the Year* and *Outstanding Dissertation* award nominations, as well as submissions for the Student Bilingual Essay awards.

NABE Membership

NABE membership provides many benefits, including:

- National representation for Congress and for the U. S. Department of Education and other federal agencies
- Discounted conference registration fees
- Receipt of weekly online NABE ENews
- Access to the *Bilingual Research Journal* issues, the *NABE Journal of Research and Practice*, and the *Perspectives* Magazine
- Support from NABE.

Individuals can become members or renew their membership at: http://nabe.org/membership.

NABE Special Interest Groups (SIGs)

SIGs are Special Interest Groups within NABE that inform the NABE Executive Board through the Vice-President (VP) about current policies, practice, and research related to their special interest. This may include trends, advances, challenges, and gaps.

NABE members have organized more than 20 special interest groups, covering all levels of schooling: early childhood, elementary, secondary, and higher education. Some focus on roles within the profession: teacher, paraprofessional, parent, research and evaluation, and policy makers. Other SIGs are devoted to the education of special populations or interests, such as Asian/Pacific Americans, gifted and talented, instructional technology, teachers as researchers, Native American bilingual education, special education, and world languages and cultures.

Any group of 25 NABE members may petition the NABE Executive Board for authorization to form a SIG. Once approved, SIGs are given certain responsibilities and benefits. Among the responsibilities are organizing an academic session (either a half-day or full-day Institute) and a Business Meeting during NABE's annual conference. In addition, the SIG Chair is invited to report to the NABE Board on important trends and issues that concern the SIG, as well as resolutions for action. SIGs are also encouraged to submit articles for the NABE News and other NABE publications.

Current NABE SIGs include:

Asian/Pacific Islanders
Bilingual Education Student Organization
Critical Pedagogy
Dual Language Immersion
Dual Language in Higher Education
Early Childhood Education
Elementary Education
EL Secondary Education
EL Newcomers/Refugees
ESL and Bilingual Education

Gifted and Talented Bilingual Education
Indigenous Bilingual Education
Instructional Technology
Parent and Community Engagement
Policy Makers
Research and Evaluation
Seal of Biliteracy
Special Education
STEM+ Dual Language Learners
World Languages and Cultures

NABE

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BUILDING ON OUR ASSETS & ASPIRATIONS

NABE has many assets upon which to build its future successes. With an executive board committed to the high achievement of all students and the nurturing of a respectful and collaborative culture, NABE is poised to experience transformational changes.

Also notable is the focus on excellence for English Learners. This includes support for robust instructional programs, professional development, and parent education. Issues of alignment are being discussed as a way of strengthening results. There is palpable energy and enthusiasm about what is possible. English Learners themselves are taking up a much more visible role in determining their own futures and in voicing their perspectives. NABE members and partners are thinking deeply about their roles and responsibilities in this new era. The idea of what constitutes powerful education for English Learners is being re-envisioned, and multilingual learning opportunities, the arts, technology, and much more are now being surfaced as essential to a well-rounded education for global competitiveness. There is growing excitement about the possibility that by recommitting to quality education for English Learners through transformative action, NABE may be moving to enhancing education for all students.

NABE's professional development services are in high demand and seen as cutting edge. These services are responsive to the growing need for guidance and support in designing and delivering powerful English Learner education nationally and internationally.

Partnerships and alliances are growing, and our affiliates as well as universities and advocacy organizations are working hand-in-hand with NABE to support students and families. The idea of NABE emerging as a model of organizational leadership and excellence is empowering. There are conversations taking place about what it would take to make that a reality. There is a burgeoning passion around making NABE the best in the nation, not only for English Learners, but for all students.

ENVISIONING THE FUTURE

Imagine all English Learners upon graduation, academically successful, as well as fluent and literate in two or more languages. It's happening now for some students. What NABE RISE UP strives to accomplish is to expand these opportunities for ALL English Learners as well as for ALL students.

NABE is on the cusp of a major, ground breaking effort to design an overarching plan for a new approach to English Learner education, one that provides multiple pathways for engaging all English Learners in high level multilingual learning opportunities that prepare them for success in a global, 21st century environment. Named NABE RISE UP, this plan strives to ensure that English Learners are fully included in coherent, connected, and powerful learning by providing guidance to our members, affiliates, partners, communities, and clients about how best to serve English Learners and honor the protections guaranteed them by state and federal regulations and case law. It addresses the educational success of English Learners in a comprehensive manner that builds on their languages, cultures, experiences, skills, and resources to graduate them prepared for success in college, career, and the global world.

As a fundamental approach to launching and rolling out this plan, NABE has committed to a process of community engagement, with the anticipation that relationships among and across a most diverse group of stakeholders will be strengthened, and ownership of the issues will result. This monumental and innovative effort to move the organization and community to the forefront of powerful and transformative education for every English Learner creates a unique opportunity to make an incredible and sustainable impact for our students, families, schools, and communities.

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TAKING UP THE CHALLENGE

In the preface of international human and linguistic rights advocate Tove Skutnabb Kangas's book, *Multilingual Education Works*, Adama Ouane, Director of the UNESCO Institute for Lifelong Learning, says:

> The challenge that education systems now face is to provide quality education that takes learners' needs into consideration, whilst at the same time balancing these with contemporary social, cultural and political demands. A multilingual educational approach, in which language is recognized as an integral part of a student's cultural identity, is an important factor for inclusion, participation and democracy. It promotes respect, tolerance and equality for others. Educating "in and for diversity" teaches us how to live together. It also enables us to develop new ways of learning to do, learning to know and learning to be based on pluralism, mutual understanding and respect, democratic relationships and fundamentally human values. It is for these reasons that it should be recognized as a crucial part of all educational systems.

For this and many other reasons, while NABE RISE UP focuses on English Learners, it also provides an opportunity to rethink the education of all our students and to adopt a broader, more aspirational vision of what might be powerful education in general. As we take up this challenge, we will build and deepen partnerships and collaborations, exploring possibilities together about how to best invest in our students' futures through building their multilingual capacities. Collectively, we will build on our experiences to move multilingual learning into a new arena. This collaboration will provide many opportunities for leaders, teachers, students, parents, and community partners to share their practice, learn from one another, and together, engage in innovative design of 21st century multilingual pathways for our students' success.

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CREATING A STRATEGIC PLAN TO MAKE MULTILINGUALISM THE NEW NORM

In response, the NABE Executive Board, in collaboration with key partners, has created NABE RISE UP to ensure that English Learners graduate from our schools across the country prepared to succeed in a globalized 21st century world. NABE RISE UP needs everyone's input and support to become a sustainable and integrated aspect of how we do business. This is transformative and innovative work!

Our overarching goal is to design a new strategic plan for our organization that reflects the NABE's new vision for English Learners and that guides NABE in keeping its commitment to ensure our members, partners, and clients have the guidance and support they need so that all our English Learners succeed in school and beyond. It contains the vision and foundational assumptions behind this cutting-edge commitment to providing supporting our stakeholders with the services and tools necessary to provide English Learners with a powerful 21st century education.

This plan will guide our efforts to prepare our members, partners, and clients to ensure English Learners become global citizens. Our English Learners are not limited by the boundaries of their neighborhoods. They live in a global world that requires high levels of competency in multiple languages, as well as the language of technology, in order to be able to navigate it with ease and to develop deeper understanding of the world's economic, social, and political issues. After all, the world has changed:
- Economies are more interdependent and more connected to international trade.
- American society is more diverse.
- Global challenges are more complex, calling for coordinated global responses. Such timely responses require an understanding of different languages and cultures to facilitate communication.
- Multilingual competence enhances overall academic achievement: Learning additional languages makes us smarter, more cognitively flexible, and more creative.
- Technology has shrunk the vast distances between continents and time zones so that instantaneous communication is now possible, no matter the geographic divides.

To prepare our English Learners for these realities, the education we provide them must help them learn languages of the world, including their own, respect for other cultures and languages, and knowledge of the world geography, history, current events, and cultures that give life and are the context in which these languages are used.

RISE UP

NABE STRATEGIC PLAN

NABE is the right organization to advance a national/international cutting edge strategic plan that innovates, inspires, and re-imagines what is possible. Through NABE RISE UP, we will model for organizations everywhere what it means to prepare English Learners for the global world of today.

To this end, the NABE executive board met with key strategic partners to obtain, review, and assess multiple sources of information to guide the development of a plan of action. This strategic plan will serve to implement a variety of powerful and multifaceted recommendations with the ultimate goal of having all English Learners, upon graduation, attain academic excellence and become multilingual in English and their home language, minimally, and very possibly, in a third or fourth world language.

We have an opportunity to make incredible and sustainable impact for our members, partners, and clients, and for them, in turn, to powerfully impact the students, our families, schools, and communities they serve. Based on research, best practice, and overwhelming evidence, we are optimistic that NABE RISE UP will yield positive results and outcomes, and reach far beyond what we can imagine today.

NABE RISE UP's cutting edge work will build on our collective knowledge and research on the power of multilingual learning to transform lives. In this time when it has become increasingly evident that as English Learners succeed or fail, so will our schools, NABE's efforts are more timely than we can express. As researchers have explicitly determined, multilingual learning significantly advances individual, community, and national/international development. NABE RISE UP is an opportunity to build leaders for innovation and utilize our collective strengths, resources, and intellectual understandings to design and implement what promises to be a national model of organizational leadership and excellence.

OUR JOURNEY

In the Beginning

The Planning Process

Naming Our Plan

Beyond the Plan

On September 14-16, 2018, the National Association for Bilingual Education convened a special Executive Board summit in Sacramento, CA to envision and design a strategic 21st century plan for ensuring multilingual success for all of America's students. Several key partners and stakeholders joined the Board at that summit to contributed their expertise, experience, and perspectives.

The world has changed, and every day we see more evidence of and support for multilingualism as a critical capacity for success in our increasingly globalized world. At the same time, there are significant barriers still to achieving this vision for all of our children. NABE has identified this dual opportunity and challenge as a priority focus, and at its spring meeting, the NABE Executive Board took action to approve the design of a plan to clearly articulate and put into action a portfolio of strategic responses.

The Strategic Planning Summit focused on achieving five key outcomes:
- Strengthen and build better understanding of NABE's foundation (values, vision for the future, mission, principles), and clearly identify our organizational strategic goals/priorities to realize our 21st century organizational vision.
- Develop a first-level action plan for achieving our 21st century strategic goals/priorities.
- Develop a clear understanding of our roles and responsibilities, how they inter-connect, and implications for individual and collective action.
- Build positive and productive relationships among the NABE organizational leadership, affiliate leadership, and partner organizations nationally and internationally that will support successful implementation of NABE's new strategic plan.
- Create a continued sense of urgency, and positive energy, provide opportunities to reflect, and celebrate success

As preparation for this summit, participants were asked to reflect on the following. Participant responses were used to design the summit content.
- Imagine that it is now the year 2025. Your wildest dreams have come true about NABE, and what the organization has accomplished has made a transformational change in the world. What would be the headline that captures this?
- Think about the headline you created, and the vision of NABE as a powerful, transformational organization that emerged from or that was alluded to in your headline and explanation. What would we have to believe or value in order for us to have decided that THAT (the headline) is what we thought was most important to focus on accomplishing?

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IN THE BEGINNING

In the summer of 2017, during its July Board meeting, the NABE Executive Board discussed the need to develop a new organizational strategic plan and approved September 2017 dates for this purpose. The Board considered what specifically we wanted to accomplish as a result of the September meeting, and the experience we wanted to have as a Board. The Board agreed on the following five big outcomes:

- Strengthen and build better understanding of NABE's foundation (values, vision for the future, mission, principles), and clearly identify our organizational strategic goals/priorities to realize our 21st century organizational vision.
- Develop a first-level action plan for achieving our 21st century strategic goals/priorities.
- Develop a clear understanding of Board roles and responsibilities, how they connect with NABE staff roles, and implications for individual and collective action.
- Build positive and productive relationships among the NABE organizational leadership, affiliate leadership, and partner organizations nationally and internationally that support successful implementation of NABE's strategic plan.
- Create a continued sense of urgency, and positive energy and provide opportunities to reflect, and celebrate success.

The Board also identified some preliminary areas where we might develop big strategic goals:

- Identify processes and structures for operationalizing our strategic plan so that implementation is public and visible.
- Agree on a process for reconciling our current bylaws with the new strategic plan and priorities.
- Clarify our role and work in partnering nationally and internationally with potential ally organizations.
- Expand the DLI Initiative.

Unfortunately, because of some unforeseen issues, we were not able to hold our strategic planning session in September 2017; however, the Board committed to revisiting this idea for 2018 and affirmed its desire for a visionary and innovative strategic plan that would unify the organization and its affiliates, focus the collaborative work more tightly, and strengthen the present and future impact on the larger national and international language learning community and the broader surrounding society.

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At it's February 2018 meeting, Board President Margarita Pinkos recommended that F. Sánchez, L. Gómez, S. Wood, and E. DeJesús form a planning committee to design the outcomes and agenda for a strategic planning summit. The summit would involve one day of pre-work to be done via email, two days of in-person work, and one day of follow up.

In July 2018, the Board continued its discussion about the upcoming NABE strategic planning summit, and approved the dates for/location of the summit: September 14-16, 2018, in Sacramento, CA. It was confirmed that the strategic planning would be facilitated by board secretary, Francisca Sánchez. In addition to board members and NABE staff, key affiliate leaders, partners, and experts/practitioners would also be invited to participate. Board members were tasked with completing several pre-Summit tasks.

THE PLANNING PROCESS

PHASE 1: ASSESS CURRENT STATE
Whenever we start a planning process, we always want to ground the work in the current state. We need to know what IS in order for us to accurately be able to plot our path to our desired future. We did this in part by reviewing existing information contained on NABE websites, documents, initiatives and the like, as well as engaging key leaders in conversations about related history and current plans.

PHASE 2: ENVISION THE FUTURE WE WANT FOR OUR COMMUNITY
The focus of Phase 2 is to envision the future that we want for our NABE. This stage involved surveying Board members about their vision for NABE's future, as well as their highest level values that communicate the type of organization NABE should be.

PHASE 3: DESIGN THE NEW STRATEGIC PLAN
Phase 3 was about broad-based engagement of the board and key partners, ownership of the process and the results, and development of a common understanding of the vision and direction. Our strategy for doing this was to organize a three day strategic planning summit in September 2018 to kick off the design work. Summit participants were oriented to the strategic plan design process and their roles/responsibilities in that, and designed a set of core fundamentals: vision, mission, values/beliefs, principles, and strategic goals.

The stakeholder group also developed specific recommendations and actions for each of the identified strategic goals. These recommendations and actions defined what we would need to implement to move us from where we are currently to where we say we want to be, based on our vision statement.

The stakeholders met again in April 2018 to complete the work begun in March. Because of the team's strong work, we were able to develop a plan draft based on (1) assessment of current state; (2) desired future envisioned and supported by the Stakeholder Team; (3) contributions of the stakeholders; and (4) relevant research and expertise.

PHASE 4: DESIGN IMPLEMENTATION PLANS FOR ACTION

In order to move the plan to action, we used part of our Summit time to develop first-level common sense work plans that will allow us to live our values and passions and walk our talk. This is a commitment to do the hard work that needs to be done to move everyone along, to change the way we work, and sometimes, to change the work we do. We were able to identify project managers for each strategic goal save one. The project managers will have main oversight responsibilities for their goal, ensuring that timelines are met and that actions are implemented. Each project manager will convene an action team to implement the goal recommendations/actions.

PHASE 5: APPROVE AND COMMUNICATE THE PLAN

The draft strategic plan will be formally adopted in November 2018 at an official NABE board meeting. The adopted plan will be formally unveiled at NABE's annual conference in March 2019, where it will be shared with the NABE membership. During the annual Delegate Assembly, affiliate leaders will participate in an orientation to the plan and guided in designing affiliate actions in support of the plan. Subsequently, the plan will be shared with partners and other key constituents nationally and internationally with the goal that different organizations and stakeholders will embrace different recommendations and take the lead on key actions to implement them.

NAMING OUR STRATEGIC PLAN

During the Summit, we reflected on what we should name our new plan. What sort of name most resonates with us? What would communicate the most powerful message about this plan? What name would be most likely to engage the broadest sector of our community? Then, we took the results of that reflection and voted on our best choice for a name. We identified our top choices, and from their recommendation, *NABE RISE UP: Engaging a Multilingual Generation* was born as a compelling identifier that can serve several key purposes. It can provide insight into the nature or intent of our work, even while it's still being conceptualized. It makes this work real, memorable, and recognizable. It can facilitate communication about our strategic work, and support people connecting to this work and developing ownership of the work.

The core of our new name – RISE UP – is powerful because it brings to mind a sense of rising action, of emergence, elevation, agency, standing up, soaring, and liberation. It also carries with it a sense of togetherness and community. The words of the Andra Day song, Rise Up, (https://www.youtube.com/watch?v=kNKu1uNBVkU) capture some of the sense that we also hope to convey about our intentions and commitments:

> "I'll rise up
> I'll rise up.
> Rise like the day
> I'll rise up
> In spite of the ache
> I will rise a thousands times again
> And we'll rise up.
> Rise like the waves."

We intend to build on these positive connections, connotations, and emotions as we communicate about our strategic plan. This is a metaphor in action.

BEYOND THE PLAN

By itself, this strategic plan, including its action plans, is just that --- a plan. It calls for diverse and interdependent action teams taking responsibility for moving the work forward so that progress is continuous until NABE's big vision is achieved. These action teams must operate within a structure that facilitates coordination of the work, that empowers team leaders and members to act, that expects teams to regularly assess their progress and process and adjust as necessary, and that places their work in the public eye so that the community feels a part of the work and feels ownership of the results.

Our journey unfolds as we strive to believe that large-scale success is possible, envision clearly that success, and then create that success by inspiring achievement.

NABE RISE UP THROUGH LINES

PreK-16 Coherence+

Global Approach

Quality & Committed Educators

Values-Driven, Principles-Based, and Research/Evidence Informed
Programs & Practices

OUR THROUGH LINES

NABE RISE UP features several through lines that we should expect to see across the nation as basic characteristics that our communities are able to recognize, describe, and promote as hallmarks of quality:

PreK -16+ Coherence

Community members should expect NABE to support and promote approaches that provide a seamless journey beginning with joyful preschoolers, moving to become multilingual/multicultural elementary, secondary, college, career, and globally ready graduates with multiple post-secondary options, and culminating in life-long learning opportunities for community members of all ages. We plan, coordinate, and align our initiatives, programs, and practices within and across age spans/subject areas to promote multilingual/multicultural excellence.

Global Approach

Community members should expect all NABE projects and initiatives to reflect the demands of an interdependent, global, knowledge-based, creative-age society and economy. This includes the incorporation of technology as a key component of our work, and the development of high levels of multiple literacies, including biliteracy, to prepare our youth for the globalized 21st century world where multilingualism/multiculturalism play a prominent role.

Quality & Committed Leaders

Community members should expect expert NABE leaders who are focused on improving engagement, achievement, and global success for our communities using powerful practices, including frequent collegial collaboration and inquiry. NABE leaders should engage in continuous learning to become more expert and successful and should seek to support emerging youth leaders.

Values-Driven, Principles-Based, Research-Informed Programs & Practices

Community members should expect that NABE initiatives, programs, and practices reflect our values and principles, and are supported by the existing research on effectiveness. NABE's highest priority programs are those that have been shown to have the highest likelihood of helping us reach our strategic goals.

NABE RISE UP ESSENTIALS

Vision/Mission

Values

Principles

Strategic Goals

OUR ESSENTIALS

Framework for Success

In order for us to successfully implement NABE RISE UP, it is helpful to have in our hands an explicit map of the territory we intend to traverse. This map, or framework, helps makes visible the territory of systemic and sustainable success. Our framework for success redefines reform: For us, successful reform means optimizing the conditions that manifest high quality operations fostering transformative leadership practices that result in a thriving and connected community where all members are able to function at high levels in at least two languages and use their multicultural knowledge to positively impact their families, communities, and broader society. The NABE RISE UP Essentials combine to give us a picture of what it will take for us to achieve this overarching goal.

Our Commitments

Our focus for the new Strategic Plan is on ensuring that all our communities are prepared for success in the global 21st century world. That means we'll need to think seriously about how we incorporate innovative, creative approaches that build on our multiple language, cultures, experiences, skills, and resources for success in the global world of today. As a fundamental approach to creating this plan, a diverse group of stakeholders will be engaged, relationships will be strengthened, and ownership of the issues will result.

A New Leadership Strategy

NABE RISE UP represents our new leadership strategy for dramatically improving outcomes for language learners in our nation and beyond. To make this understandable to the broader community, a good plan tells a story about the organization --- where it's headed and how it plans to get there. An important part of telling that story is helping our constituents understand who we are. What's our identity? We call this core set of descriptors our NABE RISE UP essentials.

These form both the foundation and the heart of our work. They support our work as community leaders and members. What is our identity with regard to language, culture, and equity? How do others know what we stand for? We all have our own answers to these key questions, but to be sure that we have common answers, we need to be clear and explicit about our Essentials. Based on our combined experience and expertise, as well as the results of our past outreach to our constituencies, a set of Essentials was drafted and approved by the Summit participants. These include our vision/mission, values and beliefs, principles, and strategic goals.

OUR VISION/MISSION

Our vision and mission paint the picture of where we're headed as an organization --- our future destination --- as well as the big picture paths we'll take to get there.

Vision
NABE: Creating Multilingual Citizens of the World

Mission
ADVOCATE for transformative policies and practices that disrupt inequities and achieve educational equity and excellence for bilingual/multilingual students in a global society.

PROMOTE, CREATE, AND SUPPORT policies, programs, services, and partnerships that result in high levels of multilingualism and multiculturalism, educational equity, and excellence.

INNOVATE with partners and affiliates to build capacity for successfully promoting language and culture as essential to a thriving and sustainable world.

INSPIRE AND LEAD our diverse communities to take bold action for results that move us closer to our vision.

OUR VALUES

The NABE RISE UP values represent our organizational core beliefs that underlie our vision and mission. We know that values and beliefs are central to any organization, but how do we define values? In the simplest terms, values are those things that are most important to us, whether we're an individual or an organization. Although we don't always clearly articulate our values or beliefs, every behavior or decision reflects a value or a set of values. Sometimes, our behaviors and decision-making don't reflect the values we believe we have. Being clear about what our values are and communicating these to ourselves and others helps us stay true to those values in our daily personal and professional lives.

In an organization, values are particularly important because they form the foundation for the organization's vision and mission and its strategies, decisions, and actions. When everyone within an organization has shared values/beliefs, these can become an essential tool not only for making judgments and decisions, but also for determining what the outcomes of that decision making might be and for deciding which of many alternatives or options we should take.

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NABE RISE UP has established a set of five core values that form the foundation for our core work and that reflect our most inspired sense of identity. Because our stated values define the nature of our organization, they are a reminder to stakeholders and a message to everyone else of what NABE stands for. As an organization, we will rely on these five key values to guide our service, research, and advocacy agenda:

- Multilingualism & Global Competency
- Culturally & Linguistically Responsive Education
- Connection, Engagement, & Relationship
- Creativity, Innovation, & Investment
- Identity, Action, & Resistance

Multilingualism and Global Competency

We value MULTILINGUALISM and GLOBLA COMPETENCY as individual, community, national, and global assets. Research confirms that when students can achieve proficiency in two or more languages, not only do students themselves benefit in multiple powerful and life-changing ways, but their families and communities benefit as well. Those benefits also accrue to our society and our world, transforming the way that human beings relate to each other to create a better global community.

Culturally and Linguistically Responsive Education

We value CULTURALLY AND LINGUISTICALLY RESPONSIVE teaching as a liberating and emancipatory approach to situating learning in students' lives and positively acknowledging students' and families' languages, cultures, funds of knowledge, and lived experiences so that students are able to develop the social capital to acquire knowledge, skills, and capacities to become confident global citizens.

Connection, Engagement, & Relationship

We value CONNECTION, ENGAGEMENT, and RELATIONSHIP because it is through the strong connections and relationships we create with each other and our partners that we inspire and advocate for our communities. This powerful engagement becomes a passport that allows us to navigate multiple worlds and perspectives, strengthening relationships across and within communities.

Creativity, Innovation, & Investment

We value and promote CREATIVITY and INNOVATION that derive from knowledge, skills, and experiences that are designed to strengthen multilingualism, global competency, and powerful and transformative practices, programs, and policies. We are committed to motivating ourselves and others to INVEST in and expand on our collective ideas to bridge our communities.

Identity, Action, & Resistance

We value the multiple IDENTITIES that each of us has, including those tied to culture, language, and history. Awakening and ACTION are two sides of the same coin, as they both require the ability to imagine new possibilities and then create what does not yet exist. Our work is steeped in a tradition of RESISTANCE and advocacy.

OUR PRINCIPLES

To support our vision and mission, NABE RISE UP puts forth a set of values-driven operational or design principles. These principles serve as guidelines for our work with schools, communities, and partner organizations. They define how we design and implement our priorities and initiatives, how we make decisions, and how we deal with repetitive patterns of negative thinking and doing that surface as barriers and obstacles.

Passion, Empowerment, & Professionalism

We experience enthusiasm and encouragement as evidenced by our excitement and joy in what we do every day. We strive to inspire ourselves and others to transformative action. Our behavior reflects pride, motivation, empowerment, and professionalism through involvement and providing superior service to all. We are encouraged to act in the best interests of our students, staff, and community, as guided by our values, vision/mission, and theory of action.

Advocacy-Oriented Leadership

Internally, advocacy-oriented leadership requires that we institute organization-wide mechanisms to focus all stakeholders on the diverse multilingual and multicultural needs and assets of each specific group we serve. We organize, coordinate, and integrate our programs and services to respond systemically to the needs and strengths of our stakeholders. Externally, we advocate to impact public and educational policies on the local, state, national, and world level to promote our organizational vision, aligning our efforts and partnering with others to maximize our potential impact. We are tireless advocates who work to influence and help create policies, programs, research, pedagogy and professional development in support of multilingualism.

Community, Collegiality, & Collaboration

Collegiality and collaboration provide us with the opportunity to learn about the perspectives of others and develop an appreciation of the common ground between our values and those of others. We actively foster productive and emotionally satisfying interpersonal dynamics. Through collaboration, we can create innovative solutions built on common ground that lead to community (common + unity). Every aspect of our work models and strives to facilitate collaboration and team building from multiple perspectives.

We also recognize that the collaborative problem solving and solution seeking that characterize a healthy organization can lead to innovative solutions that might not have emerged otherwise.

Impact
Through the design and implementation of our programs and services, we strive for maximum positive impact on increased capacity, learning, and success. In the planning and design of our programs and services, we consider from the outset how we will determine the degree to which participants implement what they learn, and the degree to which implementation of participant learning impacts student learning and success. By design, we incorporate mechanisms into our professional learning processes and resources to substantiate the empirical link between professional learning and student achievement. We use the professional resources and experiences of our organization and social justice communities to effectively monitor, evaluate, and improve our approaches.

Clarity & Transparency
We strive to be clear in our communications and transparent in our decision-making and behavior in order to promote respect, trust, and confidence. We avoid oversimplification. The way we plan and design together reflects the respect we hold for each other. Our communications clarify and never confuse. We speak our truth.

Value-Added
Our programs, services, and products/resources add value to what already exists and empower users and stakeholders by expanding their capacity to impact powerful multilingualism and global competency. Our programs, services, and products/resources empower people to try new things and to use resources in inventive new ways. We anticipate issues and concerns. We give users enough information so they can repair, modify, correct, and adjust based on their local contexts. We make novice users feel like experts by enabling them to do things they never thought they could. Not all activities/resources are equal. We decide what's most important in our programs/services and make those things easy to find and use.

OUR STRATEGIC GOALS
Our strategic goals represent the big buckets of work we will take on as an organization in order to realize our vision.

1.0 Organizational Infrastructure & Sustainability (Lead: Francisca Sánchez)
Design and implement an infrastructure to suuport and communicate NABE's identity and strategic work and facilitate strategic plan implementation, progress monitoring, assessment of effectiveness, and sustainability.

2.0 Multilingual Excellence (Lead: María Arreguín Anderson)
Promote, recognize, and sustain excellence in bilingual/multilingual education by providing strategic guidance/support for and increased access to powerful high quality models, programs/pathways, resources, and research.

3.0 Talent Development (Lead: Judy Sauri)
To improve the quality of classroom instruction and interaction as well as program organization and sustainability, provide coherent, comprehensive, and ongoing professional preparation and support using multiple platforms, based on well-defined standards of practice aligned to NABE'S vision.

4.0 Membership & Affiliates (Lead: Josie Tinajero)
Develop and implement a robust menu of membership and affiliate services and communication protocols that substantially increase individual and affiliate membership, engagement, and satisfaction.

5.0 Strategic Partnerships (Lead: Leo Gómez & Evelyn DeJesús)
Enhace, pursue, and sustain strategic partnerships that accelerate and support multilingual program implementation support globally and expand NABE's strategic reach, influence, and impact.

6.0 Community Engagement (Lead: Clarissa Duskin)
Engage students, families, and communities in powerful multilingual/multicultural learning, collaboration, leadership, and advocacy.

7.0 Advocacy & Celebration (Lead: César Moreno Pérez)
Expand NABE's legislative, policy, and legal advocacy efforts in support of dramatically improving access to bilingual/multilingual programs for all students PreK-12; establish protocols for recognizing and celebrating accomplishments.

STRATEGIC
GOALS & RECOMMENDATIONS

STRATEGIC GOAL
RECOMMENDATIONS & ACTIONS

NABE RISE UP sets out the guidelines for how we will serve our communities. It includes a comprehensive set of recommendations and accompanying actions for enacting our overarching vision. These recommendations, which emerged from our Summit participants as well as from the most current research about change initiatives, are far-reaching and include a range of actions that build on the good work already happening nationally and internationally through NABE's efforts.

We recognize that implementation of NABE RISE UP will require a major transformation of our priorities, policies, and practices. The recommendations and actions provide a blueprint for realizing our vision of success for our communities and include short term, medium term, and long-term actions.

Because a recommendation or action appears in NABE RISE UP, it is not meant to imply that some aspects of that work are not already in place. Rather, an attempt has been made to ensure that the recommendations, when taken as a whole, paint a picture of the community we strive to become. As the implementation plans are rolled out, each action will acknowledge the current state related to that action and how the action steps will build on what already is working well.

NABE has also created action plans for each strategic goal. These action plans spell out the specifics of each recommendation and include a timeline for initiation and completion. The action plans are internal working documents and so are not included in this document. Information about the action plans and their contents can be requested from NABE headquarters.

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STRATEGIC GOAL 1

1.0 Organizational Infrastructure & Sustainability (Lead: Francisca Sánchez)

Design and implement an infrastructure to suuport and communicate NABE's identity and strategic work and facilitate strategic plan implementation, progress monitoring, assessment of effectiveness, and sustainability.

RECOMMENDATIONS

1.1 ORGANIZATIONAL STRATEGIC PLAN

Create a five-year Strategic Plan with detail for year 1 and broad strokes for subsequent years, and update the plan each year.

1.2 ACTION PLANS

Create a detailed action plan for each NABE strategic goal, specifying actions and steps, timelines, persons responsible (goal oversight lead, action lead, action team members), key milestones, and resources allocated.

1.3 ONLINE PROJECT MANAGEMENT SYSTEM

Implement an online project management system to manage, track, monitor, and assess implementation of the action plans, clarify annual priorities, and facilitate just-in-time communication, articulation, collaboration, and alignment among action team members.

1.4 STAFFING

Implement a staffing plan consisting of advisors, consultants, supporters, and board members to effectively carry out the organization's activities.

1.5 FUND DEVELOPMENT

Develop and implement a fund development strategy (i.e. grants, donors, sponsors, advertisers) to grow NABE's fiscal resources sufficiently to fund our strategic plan activities and make us a fiscally healthy and sustainable organization.

- Identify funds/resources to support additional teachers and administrators in attending NABE events.
- Launch a corporate recruitment campaign to enlist 3-5 corporate sponsors annually
- Establish a donation strategy with a high profile Donor's Club.

1.6 NABE SERVICES

Establish a system of differentiated supports/services (including online and on demand) available from NABE for schools, districts, partners, and other clients to support powerful bilingual/multilingual strategic plans, programs, and approaches.

1.7 COMMUNICATION & MARKETING

Design and implement a marketing and communication plan for NABE to create multilingual citizens of the world.

- Develop and implement a comprehensive communications/ marketing plan, including social media that strengthens NABE's presence, influence, and impact.
- Brand NABE with social media.
- Determine services that would engage more people to attend NABE conferences, symposiums, etc.
- Rework NABE-related websites so they are multilingual.
- Develop a public relations plan and outreach to Spanish, Chinese, and other language-specific media on the benefits of bilingual education.

1.8 BOARD RELATIONS & LEADERSHIP

Strengthen and clarify expectations for and roles of NABE Board members (including affiliate representatives), and identify and provide specific strategies and services to (a) identify future Board members who can significantly contribute to the success of NABE's strategic plan and (b) better support Board members in actively and successfully carrying out their responsibilities and maintaining positive relationships with each other.

1.9 ORGANIZATIONAL CULTURE

Create an organizational culture of quality service, support, leadership, and accountability.

1.10 CONTINUOUS IMPROVEMENT

Identify and implement a coherent strategy, complete with tools and protocols, for the NABE leadership to engage in reflection on and assessment of fidelity to its fundamentals, progress on its action plans, and responsiveness to changing/evolving strengths, opportunities, and challenges.

STRATEGIC GOAL 2

2.0 Multilingual Excellence (Lead: María Arreguín Anderson)

Promote, recognize, and sustain excellence in bilingual/multilingual education by providing strategic guidance/support for and increased access to powerful high quality models, programs/pathways, resources, and research.

RECOMMENDATIONS

2.1 POWERFUL MODELS, PRACTICES, & RESOURCES

Identify values-driven, principles-based, and data/research informed models, practices, and resources that significantly increase the capacity of NABE membership and partners to implement and support powerful bilingual/multilingual models/programs/pathways.

2.2 ACCESS & PARTICIPATION

Increase the number of PreK-12 students, including students of color, English Learners, and students with special needs, participating in bilingual/multilingual pathways designed to lead to multilingual proficiency.

2.3 EXPANDED LANGUAGE LEARNING OPPORTUNITIES

Design and launch expanded school year and summer language immersion programs in at least 5 languages (for students, with a PD component for teachers).

2.4 DESIGNING FOR SUCCESS WEBSITE & RESOURCES

Develop an interactive, easy-to-access *Designing for Success* website to access current and relevant information regarding current research, best practices, policies, and basic information about powerful world language programs/models and pedagogy.
- Include PPTs with data.
- Include an online directory of community and other language resources.

2.5 MAKING LEARNING VISIBLE

Create tools, protocols, and processes to make bilingual/multilingual learning (and the teaching that leads to such powerful learning) public and visible to our diverse communities.

2.6 PERFORMANCE-BASED ASSESSMENT

Design and promote a robust performance-based assessment system/process to build on language learner strengths, showcase learning accomplishments, and promote acceleration of multilingual development, academic success, and global competency.

2.7 MENTORING

Design and launch a bilingual/multilingual program mentor process that pairs aspiring schools/districts with schools/districts that have established high quality, successful bilingual/multilingual models/programs.

2.8 SEAL OF BILITERACY

Promote and showcase Seal of Biliteracy and Pathways to Biliteracy as a key indicator of bilingual/multilingual program success.

2.9 PUBLICATIONS & RESEARCH

Coordinate research and development to demonstrate NABE's expertise in bilingual/multilingual education, and to help our membership and partners translate research and data to actionable practice. Enhance and expand the dissemination of relevant research findings.

2.10 MULTILINGUAL EXCELLENCE

Showcase excellence in bilingual/multilingual programs and practices to promote multilingualism for all students and support for multilingualism among parents, educators, and policymakers.

STRATEGIC GOAL 3

3.0 Talent Development (Lead: Judy Sauri)

To improve the quality of classroom instruction and interaction as well as program organization and sustainability, provide coherent, comprehensive, and ongoing professional preparation and support using multiple platforms, based on well-defined standards of practice aligned to NABE'S vision.

RECOMMENDATIONS

3.1 PROFESSIONAL DEVELOPMENT FRAMEWORK

Develop and disseminate a common professional development framework to develop the highest quality teachers and administrators who are prepared to engage high achieving and joyful 21st century language learners.

3.2 TEACHER PROFESSIONAL GROWTH

Design and provide coherent, comprehensive, and ongoing professional preparation and support to expand teachers' capacities to implement a powerful vision of excellent bilingual/multilingual teaching and learning for all students and to support the consistent use of best practices, research, policies, and materials/resources.

- Market these PD services to affiliates.
- Develop PD offerings responsive to district/school-identified "high need" areas.
- Establish bilingual/multilingual teacher scholarship and internships.

3.3 ADMINISTRATOR PROFESSIONAL GROWTH

Design and provide coherent, comprehensive, and ongoing professional preparation and support to expand administrators' capacities to implement powerful additive bilingual/multilingual programs, models, pathways, and approaches for all students and to support the consistent use of best practices, research, policies, and materials/resources.

3.4 HIGH LEVEL FACILITATION AND STRATEGIC PLANNING TRAINING & SUPPORT

Design and the offer a multi-day training on the use of strategic planning and high level facilitation skills to create powerful district plans that are aligned with NABE's vision.

3.5 CONFERENCES & EVENTS

Continue to organize an annual national/international professional development conference as well as regional/local (monthly, quarterly, and/or annually) events that provide timely and relevant professional development as well as opportunities for networking.

- Launch an all-Spanish dual language pre-conference institute.
- Continue to offer a DLE Institute that guides districts in how to establish a DLE environment.
- Create a doctoral student research roundtable session.

3.6 MENTORING
In collaboration with the NABE affiliates, design and implement a national bilingual mentor/apprentice program that provides opportunities for more novice teachers to receive assistance and guidance from more expert teachers.

3.7 LEADERSHIP DEVELOPMENT
Develop a NABE leadership development program, to identify, grow, and support an increased number of emerging multilingual teacher and administrator leaders.

3.8 BILINGUAL TEACHER PIPELINE
Launch a bilingual teacher pipeline initiative to help close the bilingual teacher shortage gap.
- Create a university pathway program to help close the bilingual teacher shortage gap.
- Expand the BESOS program.
- Fund a program to identify and support teachers from other countries now living in the US to achieve their bilingual teacher certification.
- Establish bilingual teacher career pathways for middle and high school students.
- Establish agreements with Puerto Rico and other countries to support bilingual/multilingual teachers to work in US schools.

3.9 SUPERINTENDENT SEARCH SERVICES
Develop a fee for service superintendent search program to assist districts in identifying powerful superintendent candidates with experience and/or expertise in successfully implementing sustainable "turnaround" bilingual/multilingual models.

STRATEGIC GOAL 4

4.0 Membership & Affiliates (Lead: Josie Tinajero)

Develop and implement a robust menu of membership and affiliate services and communication protocols that substantially increase individual and affiliate membership, engagement, and satisfaction.

RECOMMENDATIONS

4.1 MEMBERSHIP, GROWTH, RECRUITMENT, & RETENTION

Develop a robust and inclusive pipeline for membership recruitment and retention that targets diverse constituencies; provides members with access to responsive professional development; equips members with the necessary advocacy tools and skills to amplify NABE's voice at the local, state, federal, and global levels; and maps out a strategy to engage and involve younger educators, including in mentorships with more senior/experienced members.
• Use BESOS student interns.
• Reach out to parents and community members to become members.

4.2 MEMBER ENGAGEMENT

Develop and launch a strategy to more consistently engage NABE members in leadership discussions, planning of events, and participation in NABE-sponsored activities, including access to NABE publications.

4.3 MEMBERSHIP SURVEY

Establish a survey process, conducted at least annually, to assess membership satisfaction with NABE services, emerging needs, and potential opportunities; analyze the results of the survey process; use the results to inform NABE planning.

4.4 CORPORATE/ INSTITUTIONAL MEMBERSHIP

Develop and implement a strategy to grow our corporate and institutional membership.

4.5 AFFILIATE RECRUITMENT

Develop and implement a strategy to grow NABE affiliates so that there is equitable national representation, provide them with greater support and engage them more directly in NABE's strategic plan.

4.6 AFFILIATE LEADERSHIP

Design and roll out a professional development strategy to train all affiliate leaders in NABE RISE UP and its provisions; effectively and compellingly communicating to enact the NABE vision, values, and priorities; and the use of the NABE resources and materials to strengthen statewide impact and influence.

- Plan a RISE UP orientation for affiliate leaders at the JDA at the annual conference.
- Establish targets for and with affiliates towards a 5-year plan.
- Create an Affiliate tool kit.
- Provide technical support.
- Establish communication tools (virtual recorded meetings, videos, Facebook page).
- Utilize a common calendar.
- Share resources.
- Provide professional development framework and the organizational vision and values.

4.7 AFFILIATE COMMUNICATION

Develop an ongoing multi-pronged communication protocol with affiliates to strengthen engaged relationships that foster active participation in mutually-beneficial activities and projects.

STRATEGIC GOAL 5

5.0 Strategic Partnerships (Lead: Leo Gómez & Evelyn DeJesús)

Enhace, pursue, and sustain strategic partnerships that accelerate and support multilingual program implementation support globally and expand NABE's strategic reach, influence, and impact.

RECOMMENDATIONS

5.1 PARTNERSHIP OPPORTUNITIES

Identify key areas where partnerships will be essential to accelerating the work.
- Support legislative efforts to improve language learning policy and practices .
- Advance research (AERA.)
- Advance the implementation of NABE Bilingual Education SPA Standards.
- Advance publisher promotion of bilingualism

5.2 PARTNERSHIP AGREEMENTS & COLLABORATIONS

Formalize/continue existing partnerships and establish new partnership agreements and specify collaborative activities/projects.

5.3 MULTILINGUAL LEARNING COLLABORATIVE

Explore state, national, and international interest in establishing a Multilingual Learning Collaborative based on a collective impact organizational model.

5.4 PARTNERSHIP REPRESENTATIVES

Assign board members as representatives/liaisons to each partner organization. Strategically attend events and conferences of partner organizations to promote the NABE vision and mission, and to formalize and improve partnerships with current and new partners (AFT, Unidos U.S., HACU, TESOL, JNCL, Hispanic Education Coalition, OELA, HEC, Advisory Councils, UTSA, Ana G Méndez, Beso Students)

5.5 IHE PARTNERSHIPS

Develop partnerships with colleges and universities and their bilingual education, world language, and credentialing departments to connect future bilingual/multilingual teachers to their professional organization, NABE, and to review and enhance preservice teacher programs.
- Advance administrator preparatory programs with focus on implementation of bilingual programs.
- Advance bilingual teacher preparation programs, and increase the pipeline.

5.6 BUSINESS PARTNERHSIPS

Promote high profile business partnerships to advance NABE's vision.

- Continue to develop and support NABE's Corporate Advisory Council in support of NABE's vision.
- Establish a portfolio of internship and fellowship opportunities for NABE student members with businesses and agencies that need bilingual/multilingual personnel.

5.7 COLLABORATION WITH STATE TEACHER CERTIFICATION AGENCIES

Provide support and technical assistance and guidance to state teacher certification agencies to strengthen bilingual teacher certification and align competencies to support NABE'S vision.

5.8 CONTINUOUS IMPROVEMENT

Implement an annual partner collaboration After Action Review for continuous improvement.

STRATEGIC GOAL 6

6.0 Community Engagement (Lead: Clarissa Duskin)
Engage students, families, and communities in powerful multilingual/multicultural learning, collaboration, leadership, and advocacy.

RECOMMENDATIONS

6.1 FAMILY & COMMUNITY ENGAGEMENT PROGRAMS

Implement strong family and community engagement programs that are aligned to NABE'S vision, build leadership capacity, and value and draw upon community funds of knowledge to inform, support, and enhance world language teaching and learning.

- Hire a family engagement/parent institute consultant.
- Expand linkages with parent partner groups and organizations.
- Provide parent education training at national, regional, and affiliate conferences.
- Link to major parent support an resource websites (i.e., Colorín Colorado) and promote these resources through the NABE website and publications.

6.2 COMMUNITY OUTREACH

Design a process/program to reach out to community-based organizations and service organizations to enlist their support of CLTA's vision and work.

6.3 AMBASSADORS

Identify and train student and parent ambassadors to work with other parents and community members/organizations for the purpose of garnering support for multilingual education.

6.4 BESO INSTITUTES

Increase participation in BESO institutes by a factor of 10 each year.

6.5 COMMUNITY CULTURAL COMPETENCE

In partnership with community organizations and associations, create community-wide cultural events designed to expand the community's cultural competence.

STRATEGIC GOAL 7

7.0 Advocacy & Celebration (Lead: César Moreno Pérez)

Expand NABE's legislative, policy, and legal advocacy efforts in support of dramatically improving access to bilingual/multilingual programs for all students PreK-12; establish protocols for recognizing and celebrating accomplishments.

RECOMMENDATIONS

7.1 LOCAL ADVOCACY

Design tools, protocols, and processes to support affiliates, teachers, parents, and students in advocating more effectively for multilingual programs at school and district levels.

- Develop a congressional scorecard.
- Host a policy legislative conference.
- Monitor political environment
- Activate a legislative e-action alert system.
- Launch a monthly advocacy "get active" message alert.

7.2 MEMBER ADVOCACY

Develop member advocacy tools to deepen engagement of NABE's membership in legislative advocacy efforts.

7.3 STUDENT ADVOCACY

Establish a network of NABE high school and university clubs to support increased student self-advocacy and leadership.

7.4 STUDENT VOICES

Launch a student voices campaign (utilizing multiple social media platforms) to promote the benefits of multilingualism.

7.5 CONFERENCE ADVOCACY OPPORTUNITIES

Create specific advocacy opportunities at the annual conference, including strategically inviting influential administrators to experience NABE; showcasing a range of powerful speakers/advocates; organizing strategic networking; and soliciting conference sponsors/underwriters who can expand NABE's reach and influence.

7.6 RECOGNITIONS

In collaboration with educators, students, parents, and community, design and launch a suite of recognition programs and celebrations. Host Seal of Biliteracy and Pathways to Biliteracy awards nights to recognize, celebrate, and showcase student, educator, parent, and school/district accomplishments.

APPENDICES

A. Redefining English Learner Success

B. Research Base for Multilingualism

C. English Learner Program Models & Results

D. District Strategic Planning for English Learner Success

E. Promoting Parent, Family, & Community Engagement

The content of the following appendices is provided by Francisca Sánchez and used here with her permission.

APPENDIX A
REDEFINING ENGLISH LEARNER SUCCESS

Implicit in NABE's new vision and mission statements is the necessary redefinition of English Learner success to encompass a true 21st century success that goes far beyond just learning English. Our students must be ready for college, career and the global world. And this requires that we design, support, and advocate for programs and pathways that have the power to yield English Learner graduates who leave high school ELIGIBLE to enter a four-year university, with self-confidence and initiative, and demonstrating the skills, dispositions, and capacities that are required for success in today's global economy and environment.

This requires a steadfast commitment to providing the highest quality education for all students in order to maximize the INTELLECTUAL POTENTIAL of all English Learners so they graduate prepared for college/career and today's global world environment. Intellectual potential is unlimited. It is not defined by language or culture. We have the responsibility to create environments that allow for English Learners' intellectual potential to blossom and to fully develop across all dimensions that make us human. In part, we do this by treating our English Learners as potential scholars fully capable of performing at gifted levels when we deploy certain essential pedagogical practices and coherent educational programs and pathways that maximize achievement.

This calls for globally-competitive multilingual/multicultural learning. Globally-competitive multilingual/multicultural learning refers to a set of specific skills, capacities, and dispositions that prepare English Learners to thrive in and out of school. These skills, capacities, and dispositions include:
• Academic Preparation
• College and Career Readiness
• Mastery of Advanced Literacies and 3M Skills (Multimedia, Multilingual, and Multicultural)
• Innovation, Creativity, Critical Thinking, Communication, Collaboration, and Solution-Seeking Competencies
• Social, Civic, and Environmental Responsibility
• Technological Fluency
• Strength of Body, Mind, and Character

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Additionally, we know that unless our young people develop fairly high levels of GLOBAL COMPETENCE, including multilingualism and interculturality, they will be at a profound disadvantage in the world they hope to navigate. Globally competent students deploy and develop this global competence as they (1) investigate globally significant issues in the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research; (2) recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully; (3) communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers; (4) and they take action to improve conditions, viewing themselves as players in the world and participating reflectively.

Because of the education and interactions our English Learners experience in our schools, should be prepared to live to their fullest potential in their lives in school and beyond.

APPENDIX B
RESEARCH BASE FOR MULTILINGUALISM

WHAT DO WE KNOW?

What does the research say about language development and multilingualism? How do they happen? What are the benefits? First, we know three basic things about human beings and language:

- Human beings are born capable of learning any language. Language development is wired into the human brain.
- Human beings are naturally capable of learning multiple languages.
- A typical person learns a new language during a process of four and ten years.

But what about language development when two or more languages are present? In the US, we think of this as the exception, but for most children in the world learning two or more languages is the normal way. Here's what we know:

- Bilingual development is a common and normal childhood experience.
- Infants distinguish languages and interpret contextual cues to learn which language is appropriate within given contexts.
- Cognitive advantages include increased flexibility, abstract thinking, and metacognition in comparison to monolinguals.

There have been many studies done about what happens when very young children – babies --- start off learning two or more languages. From these studies, researchers have found that by the time they are eight months old, babies raised in bilingual homes get a perceptual boost that sets the stage for more resilient thinking later in life. In one study, they looked at 48 babies from families that spoke both Spanish and Catalán. The researchers found that having regular exposure to the two languages helped the babies develop a general ability to track closely what they heard and saw in decoding languages: lip movements, rhythm of jaw opening and closing, the full ensemble of facial movements while talking.

In another study, researchers showed video clips to babies of women reciting sentences in English and French. The bilingual babies honed in on faces from different languages, while the monolingual babies paid little attention to either.

What is most important, though, is to understand that bilingualism in early childhood is not a problem, unless we make it a problem. Unfortunately, in the US, many immigrant parents are made to feel that they must switch to English, and that causes huge problems.

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THE BILINGUAL ADVANTAGE

Sometimes, people out there like us to believe that we don't really have enough research on bilingualism to know whether it's good for our children. Those people are dead wrong. We have mountains of research and evidence that clearly prove that bilingualism and multilingualism bring huge advantages to our children.

For example, one study showed that bilinguals are better at multi-tasking. They compared bilinguals and monolinguals in a driving simulator. Through headphones, they were given extra tasks. Everyone's driving got worse, BUT the bilinguals' driving didn't get as bad as monolinguals'. Bilingualism gives you advantages in multi-tasking because EVERY TIME YOU HEAR a language – both of your languages are available for you, and you must decide which of the two to use.

In other research, they have found that bilinguals even have a health advantage: In people who were bilinguals, the onset of Alzheimer's symptoms was delayed by five-six years.

With advances in technology, we're able to actually see what happens to our brains when we learn new languages. Neuroimaging has demonstrated that the whole brain appears to rewire because of bilingualism: it enhances the EXECUTIVE FUNCTION in our brain.

Executive function happens in the part of the brain that we call the frontal lobe. It refers to the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. Just as an air traffic control system at a busy airport safely manages the arrivals and departures of many aircraft on multiple runways, the brain needs this skill set to filter distractions, prioritize tasks, set and achieve goals, and control impulses.

And what's really important is that while these skills are CRITICAL to children's healthy development and success in life, children aren't born with these skills—they are born with the potential to develop them. If children don't get what they need from us and from their environments, then their skill development can be seriously delayed or impaired.

BILINGUAL EDUCATION

Many educators and policy makers talk about needing to be research-based, or data-driven. This usually means that we need to pay attention to the evidence before us about what works, and what works better. Well, here's the bottom line from noted researcher Diane August:

> Instructional programs work when they provide opportunities for students to develop proficiency in their first language. … Language-minority students instructed in their native language as well as English perform better… than language-minority students instructed only in English.

Too often, however, we don't act as if we believed the research. Too often, there are those who protest when we try to implement powerful language learning programs. When this happens, we have the responsibility to respond with united voices, and we can insist that the results of scientific studies inform our decision-making. These studies confirm that:

- Strong multilingual programs are significantly more effective in enhancing learners' outcomes and academic achievement than their monolingual counterparts.
- The most effective way of guaranteeing children quality education and of achieving sustainable development is to provide strong models of multilingual education, including mother-tongue instruction for language minority children.
- The best educational models are those that integrate additional languages into programs that continually foster the development of children's multiple literacies.
- What's more, researchers have found that students using three languages in school had higher achievement across the curriculum than those using two languages.
- Finally, the researchers found a great deal of evidence to show that eight years of additive language education is more beneficial to students than six or four.

SUMMING IT UP

So, to summarize, there's a huge body of research going back decades that confirms that when students can achieve high levels of competency in two or more languages, not only do students themselves benefit in powerful, life-changing, and multiple ways, but their families and communities benefit as well. And it doesn't stop there. Those benefits accrue to our society and our world, transforming the way that human beings relate to each other across all those differences that make a difference.

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BENEFITS OF PROFICIENT BILINGUALISM AND BILITERACY

Students	Families/Communities	World
Healthy identify formation	Increased family cohesion	Greater economic opportunities
Enhanced cognitive flexibility	Enhanced communication	Increased scientific/cultural/creativity/knowledge development
Enhanced communication skills	Smarter citizens: • Strong identity and confidence in their abilities	
Enhanced metalinguistic awareness	• More flexible and creative thinkers	More effective international collaboration & understanding
Expanded capacity to think divergently	• Better communicators and problem-solvers	Enhanced communication among diverse populations
Greater creativity	• More skilled at working across differences	

Unfortunately, our schools don't always function based on what the science tells us works best for children. That's why our voices as advocates for English Learners are so important. We have to be the advocates that insist that we do what's best for our students, based on our values and the scientific evidence.

Another way to summarize the research is to focus on the three top three reasons why every district should make multilingualism for all its overarching district turnaround strategy. One is an educational reason, one a global and economic reason, and one a moral reason. Any one of these should suffice. Together, they form an imperative that we ignore at our own peril.

First, we know that learning multiple languages changes the brain in a powerfully positive way, making those who acquire at least two languages smarter, more creative, and more divergent and flexible thinkers. And I can't think of any existing or future problem that can't be helped this. That learning languages has this effect on every type of student is fact, not opinion. We have abundant evidence that these cognitive enhancements produce improved academic results across the curriculum, including in mathematics. There is no other educational intervention that produces results of the quality and caliber of well-implemented dual language education. None.

Second, we live in a world characterized by a global society and a global economy, and such a world demands that its inhabitants be able to communicate across languages and cultures. Our students are not limited by the boundaries of their neighborhoods. They live in a global world that requires high levels of competency in multiple languages, as well as the language of technology, in order to be able to navigate it with ease and to develop deeper understanding of the world's economic, social, and political issues.

Economies are more interdependent and more connected to international trade. American society is more diverse. Global challenges are more complex, calling for coordinated global responses. Such timely responses require an understanding of different languages and cultures to facilitate communication. Technology has shrunk the vast distances between continents and time zones so that instantaneous communication is now possible, no matter the geographic divides. To prepare our students for these realities, the education we provide them must help them learn languages of the world, respect for other cultures and languages, and knowledge of the world geography, history, current events, and cultures that are the context in which these languages are used.

Third, we have a responsibility to nurture and protect our children, and right now, too often we are performing brutal and crippling language and identity amputations no less violent and damaging than if we were to chop off an arm or a leg. This is NOT who we are. We are teachers and parents. We are supposed to protect our children, not maim them. When we facilitate the full development of children's languages and cultures, we help them become healthy and fully functioning individuals, families, and members of a larger society. The research is clear in this area, and the individual, family, and societal consequences are staggering.

All this to say that the success or failure of our students is completely in our hands. We know enough to get great results for ALL of our students. We have to decide that we choose success over failure. As our friend Tove Skutnabb-Kangas, an internationally respected researcher and human rights activist, says:

English is not enough. In knowledge societies uniformity is a handicap. Creativity, innovation, and investment are results of additive teaching and multilingualism. Creativity and new ideas are the main assets (cultural capital) in a knowledge society and a prerequisite for humankind to adapt to change and to find solutions to the catastrophes of our own making. Multilingualism enhances creativity; monolingualism and homogenization kill it.

So, this is the context in which we have joined together on behalf of our children. We want to be realistic and not ignore this new context. We want to respect what we know works for English Learners and native English speakers both. And we want to communicate to our schools and our community that this is an exciting and promising journey on which we're embarking.

To use a simile that all of us can understand, language is like a bicycle. One wheel will get you places. Two wheels will get you farther and faster. But you can really go fast if your wheels are balanced and fully inflated. As long as those designing the bicycle know what they're doing. Our job as educators, parents, and community members is to become informed enough and confident enough that we can know what we're doing with some degree of certainty so that we can then put that knowledge into action.
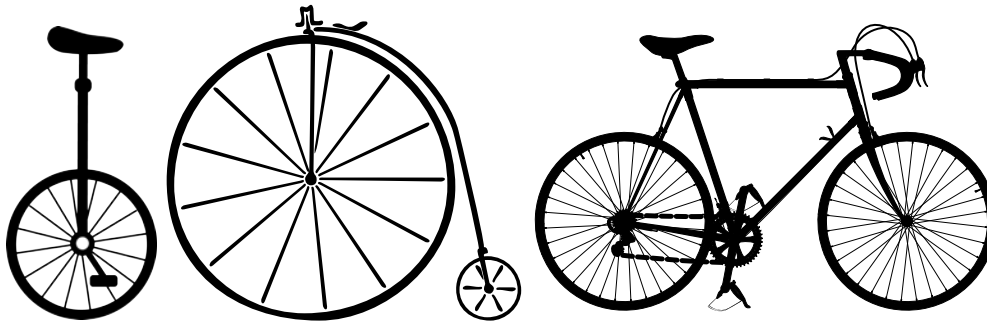
One wheel will get you places.

Two wheels will get you farther and faster.

But you can really go fast if your wheels are balanced and fully inflated.

As long as those designing the bicycle know what they're doing!

From James Cummins

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NABE STRATEGIC PLAN

APPENDIX C
ENGLISH LEARNER
PROGRAM MODELS & RESULTS
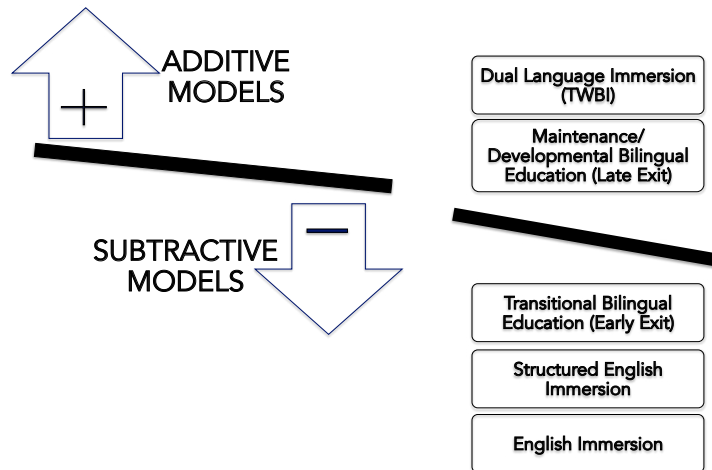
PROGRAMS FOR ENGLISH LEARNERS

We have choices about how we educate our children. Some ways are more likely to result in powerful and sustainable success for our children.

We can start by talking about what should be included in any program for English Learners. This is the basic foundation for any powerful English Learner program, based on what we know from the research and evidence:

- Language and literacy development in the home language
- Content instruction in the home language
- English Language Development that includes literacy and academic language development in English
- And content instruction in English, using special strategies, often called SDAIE, to support comprehension, since we know that English Learners by definition don't yet know enough English to fully understand content instruction only in regular, academic English.

Now, in reality, we have different program models with different goals, methods, and results. Sometimes, we select different models because we think some models are better than others for different groups of English Learners. Sometimes, we have different resources available that limit the types of programs we can offer. Sometimes, our politics make us lean toward one type of program rather than another. And sometimes, there's just a lot of confusion about which program model is best.

So, here's a pretty easy way to cut through all that confusion and all the politics. We can think of English Learner programs as one of two types. Some programs can be thought of as ADDITIVE: They add languages and knowledge to what students already bring to school. And some programs can be thought of as SUBTRACTIVE. They take away or replace what students bring to school with something else.

RiSE UP

ADDITIVE MODELS

SUBTRACTIVE MODELS

Dual Language Immersion (TWBI)

Maintenance/ Developmental Bilingual Education (Late Exit)

Transitional Bilingual Education (Early Exit)

Structured English Immersion

English Immersion

WHAT DO WE MEAN BY "RESULTS"?

We're going to look at all these different program models. We'll review their goals and methods. But we're also going to look at their results. After all, that's what's most important to us, isn't it? We want to know what the consequences will be for our children in all the areas that matter to their success in school and in life.

So, we've created a results card for each of the program models. Like a school report card, it uses a rating system; in this case, a happy face means that it produces positive results; a sad face equals negative results; and the neutral face means that either we don't have clear evidence of the results or we just don't know.
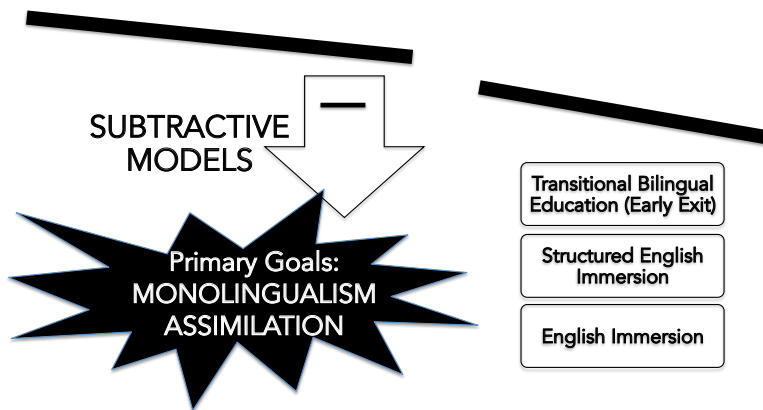
And it looks at the areas that most of us think are pretty important for our children --- and that, by the way, the research and evidence tell us are important for student success in school and beyond, in the global world:

1. Bilingual Proficiency in English and the home language. We mean all the different domains of language: speaking, understanding, reading, and writing, and academic language.
2. Academic Achievement and College/Career Readiness – in all the content areas at high levels. Our students need to be able to graduate prepared to enter the university and pursue viable career options.
3. Multicultural and Global Competency –the ability to navigate and bridge all those differences that are important, to understand different peoples, and to use multiple perspectives to analyze and understand the important issues before us, and prepared with 21st century skills.
4. Confidence as Learners, with high self-esteem and with the metacognitive skills to learn in new situations, to be life-long learners, and to take responsibility for their own learning.

RESULTS Card

English Proficiency
Home Language Proficiency
Academic/Content Success &
College/Career Readiness
Multicultural/Global Competency
Confident Learner

= Positive Results

= Negative Results

= Results Unclear or Unknown

SUBTRACTIVE MODELS

Which program models fall into the SUBTRACTIVE category? The most important thing to know about these models is that their primary goal is monolingualism in English and assimilation into mainstream American culture. Another important thing to know is that these are by far the most predominant models in place in American schools today. So, it will be important to look at the results we get with these types of programs.

SUBTRACTIVE MODELS

Primary Goals:
MONOLINGUALISM
ASSIMILATION

Transitional Bilingual Education (Early Exit)

Structured English Immersion

English Immersion

English Immersion/Structured English Immersion

One very common SUBTRACTIVE program model is English Immersion or Structured English Immersion. These program models came into prominence with the passage of Prop 227, which dramatically limited district's ability to offer bilingual programs. Remember, the main goal is assimilation and English Only instruction. In these models, these goals are achieved through ELD instruction and content instruction using SDAIE methods. Note, too, that this is the model. It doesn't mean that this is what actually happens in practice in every classroom. So what results can we expect over the long term for our children, if this is the program they're receiving? As our report card shows, the results are unacceptable, in every area that we said mattered.

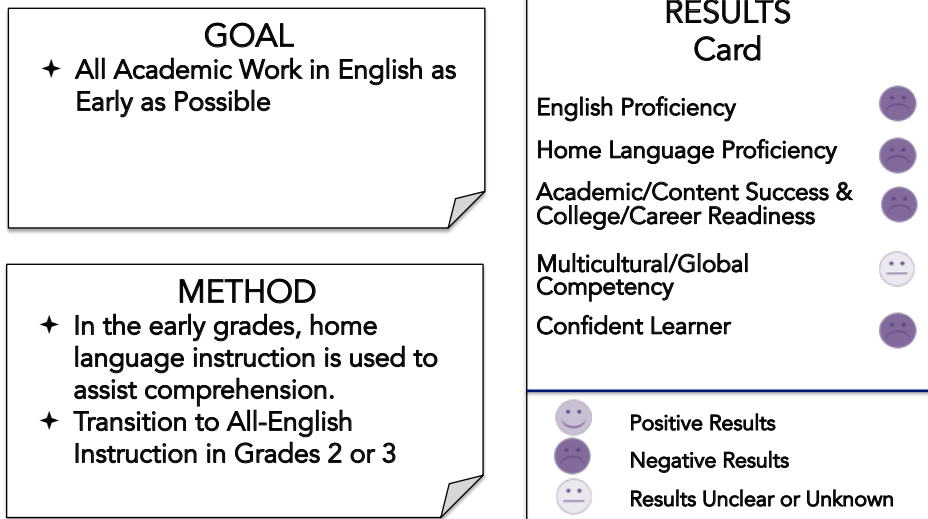*Transitional Bilingual Education Program Models*

Some might be surprised that a bilingual program falls into the subtractive category --- but this is because this is really a monolingual program masquerading as a bilingual program. Transitional, or early exit, programs have as their primary goal English as early as possible. They only use the home language in order to get to English, and by second or third grade, the instruction becomes all English. These programs are the most common type of bilingual programs in California. So what results can we expect over the long term for our children, if this is the program they're receiving? As our report card shows, the results are better than Structured English Immersion, but still unacceptable. Is this what we want for our children?

ENGLISH IMMERSION PROGRAM MODELS

GOAL
✦ Assimilation
✦ Mandated by Prop 227
✦ English Only Instruction

METHOD
✦ English Language Development (ELD)
✦ Content Are Instruction in English Using Special Strategies to Support Comprehension (SDAIE)

RESULTS
Card

English Proficiency	☹
Home Language Proficiency	☹
Academic/Content Success & College/Career Readiness	☹
Multicultural/Global Competency	😐
Confident Learner	☹

☺ Positive Results
☹ Negative Results
😐 Results Unclear or Unknown

TRANSITIONAL BILINGUAL EDUCATION PROGRAM MODELS

GOAL
✦ All Academic Work in English as Early as Possible

METHOD
✦ In the early grades, home language instruction is used to assist comprehension.
✦ Transition to All-English Instruction in Grades 2 or 3

RESULTS Card

English Proficiency	☹
Home Language Proficiency	☹
Academic/Content Success & College/Career Readiness	☹
Multicultural/Global Competency	😐
Confident Learner	☹

☺ Positive Results
☹ Negative Results
😐 Results Unclear or Unknown

ADDITIVE MODELS

So, let's look now at the additive models. Program models in this category have as their primary goal BILINGUALISM and MULTICULTURALISM. We're going to look at two models for English Learners. But before we do, let's think about what these ADDITIVE models have in common. They have three fundamental goals in common for participating students:

• Develop high levels of proficiency in at least two languages.
• Perform at high levels academically in two languages.
• Demonstrate positive multicultural attitudes and behaviors and high levels of self-esteem and confidence.

We can think of these models as enriched education programs, as SUPER-GATE programs that share a set of three key goals. And these goals actually reflect what we want for each one of our children. This is powerful education. It builds on what students and families bring to school and generates expanded knowledge, skills, and capacities. Isn't this what we want for every student?

BILINGUALISM & BILITERACY
• Develop high levels of proficiency in first language and in a second language.

ACADEMIC ACHIEVEMENT
• Perform at high levels academically in two languages.

MULTICULTURALISM
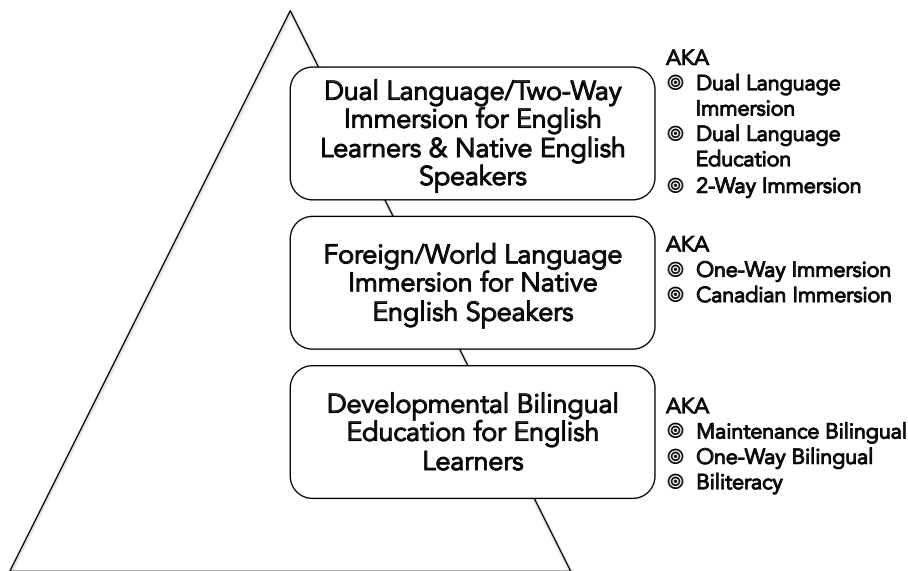• Demonstrate positive multicultural attitudes and behaviors and high levels of self-esteem.

RISE UP
NABE STRATEGIC PLAN
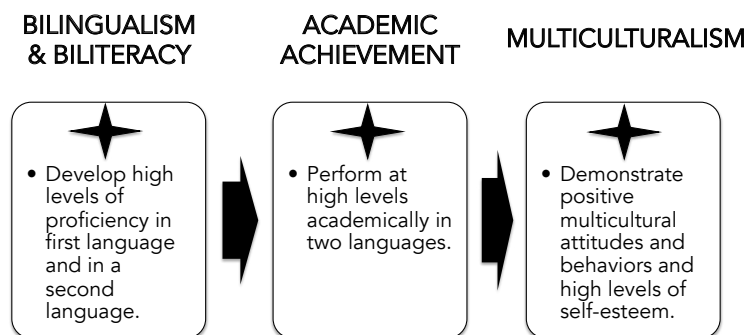
And if we think of it in this way, then we have to add a program model to our ADDITIVE category. For English Learners, we have developmental bilingual education, also known as maintenance programs, one-way bilingual education, or biliteracy pathways.

But what about our native English speakers? What sort of ADDITIVE model do we have for them? We can offer our native English speakers a foreign or world language immersion program, also known as One-Way Immersion or as the Canadian Immersion model. And we can bring our English Learners together with our native English speakers in a dual language or two-way immersion program that allows them to learn together. All three of these program models share the same three goals. Let's look at each one and see what results we can expect.

Dual Language/Two-Way Immersion for English Learners & Native English Speakers

AKA
◎ Dual Language Immersion
◎ Dual Language Education
◎ 2-Way Immersion

Foreign/World Language Immersion for Native English Speakers

AKA
◎ One-Way Immersion
◎ Canadian Immersion

Developmental Bilingual Education for English Learners

AKA
◎ Maintenance Bilingual
◎ One-Way Bilingual
◎ Biliteracy

ADDITIVE
MODELS

Dual Language Immersion (TWBI)

Foreign/World Language Immersion for Native English Speakers

Maintenance/ Developmental Bilingual Education (Late Exit)

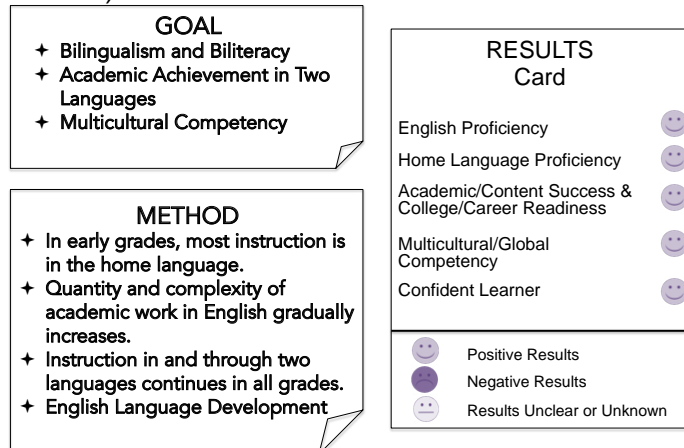Primary Goals:
BILINGUALISM
MULTICULTURALISM

DEVELOPMENTAL (LATE EXIT/MAINTENANCE) BILINGUAL EDUCATION PROGRAM MODELS

Developmental (also known as late exit or maintenance) bilingual programs have as their primary goal bilingualism and biliteracy, high levels of academic achievement in two languages, and multicultural competency. They are designed specifically for English Learners. In the early grades, most of the instruction is through the students' home language, and the proportions of home language and English change as we move up the grade levels so that optimally, by the time kids are in the 4th or 5th grade, there is an even percentage of English and home language. Of course, from the beginning, students also receive English Language Development or ELD.

These types of program are not that common in California, but with the passage of Prop 58, we have the opportunity to implement many more, because for English Learners, the results are much better than any model we've looked at so far. Part of what makes the difference is how long students stay in these programs: The longer, the better the results.

DEVELOPMENTAL BILINGUAL EDUCATION PROGRAM MODELS
(Designed for English Learners)

GOAL
+ Bilingualism and Biliteracy
+ Academic Achievement in Two Languages
+ Multicultural Competency

METHOD
+ In early grades, most instruction is in the home language.
+ Quantity and complexity of academic work in English gradually increases.
+ Instruction in and through two languages continues in all grades.
+ English Language Development

RESULTS
Card

English Proficiency 🙂

Home Language Proficiency 🙂

Academic/Content Success & College/Career Readiness 🙂

Multicultural/Global Competency 🙂

Confident Learner 🙂

🙂 Positive Results

😐 Negative Results

🙁 Results Unclear or Unknown
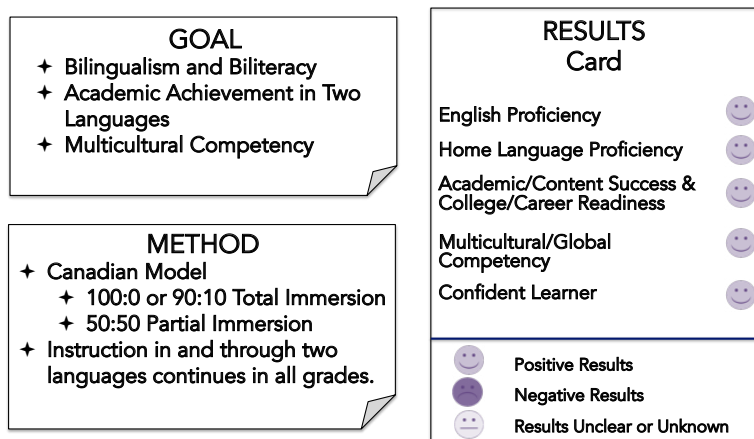
RISE UP
NABE STRATEGIC PLAN

FOREIGN/WORLD LANGUAGE IMMERSION EDUCATION PROGRAM MODELS

This program model is designed for Native English speakers. It's known as foreign or world language immersion education. The goals are the same as for the developmental bilingual education model, except that this is for children who are native speakers of English and will be learning a second language. Usually, the model follows the Canadian immersion model which either starts with a 100:0 or 90:10 proportion of languages in the beginning grades and gradually moves to a 50:50 split, or it can start from the beginning with a 50:50 approach. The results for students are very good, equivalent to what happens to English Learners in developmental bilingual programs.

FOREIGN/WORLD LANGUAGE IMMERSION EDUCATION PROGRAM MODELS
(Designed for Native English Speakers)

GOAL
+ Bilingualism and Biliteracy
+ Academic Achievement in Two Languages
+ Multicultural Competency

METHOD
+ Canadian Model
  + 100:0 or 90:10 Total Immersion
  + 50:50 Partial Immersion
+ Instruction in and through two languages continues in all grades.

RESULTS
Card

English Proficiency	☺
Home Language Proficiency	☺
Academic/Content Success & College/Career Readiness	☺
Multicultural/Global Competency	☺
Confident Learner	☺

☺ Positive Results
● Negative Results
☺ Results Unclear or Unknown

DUAL LANGUAGE IMMERSION (TWO-WAY) EDUCATION PROGRAM MODELS

If developmental bilingual programs are great for English Learners, and World Language Immersion programs are great for Native English speakers, what would happen if we combined the best features of both into ONE program?

Developmental Bilingual Education for English Learners **+** Foreign/World Language Immersion for Native English Speakers **=** Dual Language/Two Way Bilingual Immersion
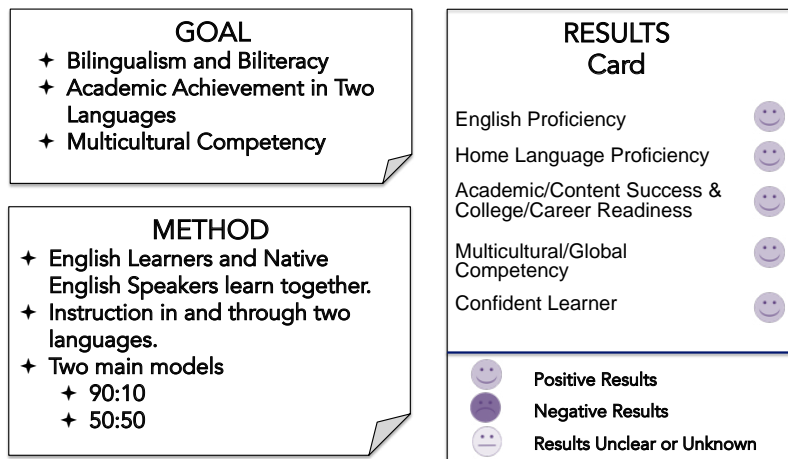
That's essentially what happens in Dual Language (also known as Two-Way or Bilingual) Immersion programs, where English Learners and Native English Speakers become dual language learners together. This model has the same big three goals of the other additive models. It involves a long-term commitment by parents and students to stay with the program at least through the end of elementary school, and by design about half the kids are English Learners and half are native English speakers.

There are two main models, although you'll find some variation in practice. The preferable model is the 90/10 because it gets better target language results. But some communities find the 50/50 model easier to sell. Remember that in all ADDITIVE models, there is absolutely no risk of losing English (the majority language), and rather than replacing the students' home language, we add a second language. And the results? They're excellent -- for every group of students we can imagine.

DUAL LANGUAGE IMMERSION EDUCATION PROGRAM MODELS
(Designed for English Learners and Native English Speakers to Learn Together)

GOAL
✦ Bilingualism and Biliteracy
✦ Academic Achievement in Two Languages
✦ Multicultural Competency

METHOD
✦ English Learners and Native English Speakers learn together.
✦ Instruction in and through two languages.
✦ Two main models
  ✦ 90:10
  ✦ 50:50

RESULTS Card

English Proficiency	🙂
Home Language Proficiency	🙂
Academic/Content Success & College/Career Readiness	🙂
Multicultural/Global Competency	🙂
Confident Learner	🙂

🙂 Positive Results
🟣 Negative Results
😐 Results Unclear or Unknown

## 90/10 DUAL LANGUAGE EDUCATION MODEL
The graphs below show the shift in which language is used for how much of the time from K through high school. Once students reach fifth grade, the 50/50 language balance is achieved, and it remains constant for the remainder of the grades. In practice, it's sometime difficult for schools to maintain the 50/50 balance in middle and high school, where we're more likely to see a 40/60 split.
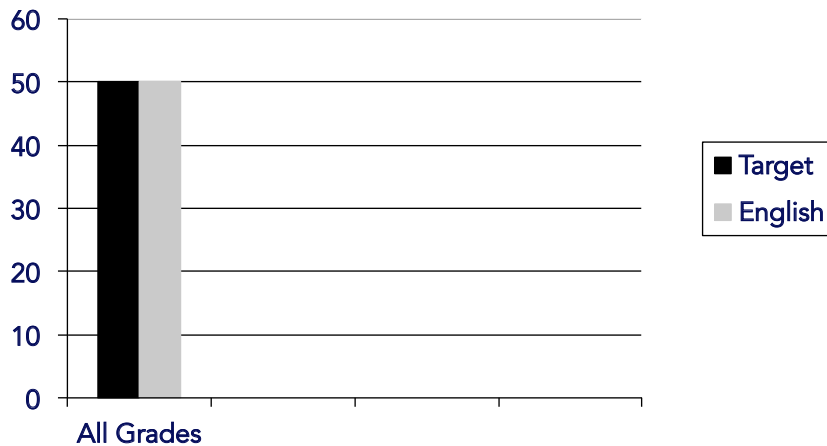
50/50 DUAL LANGUAGE EDUCATION MODEL

In the 50/50 model, the balance starts off with half the time in the target language and half in English, and it remains that way through the grades.
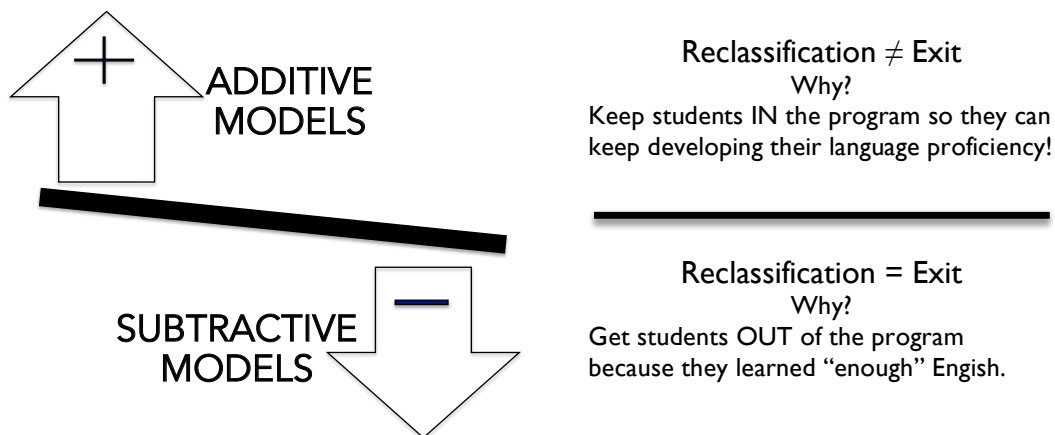
90/10 MODEL
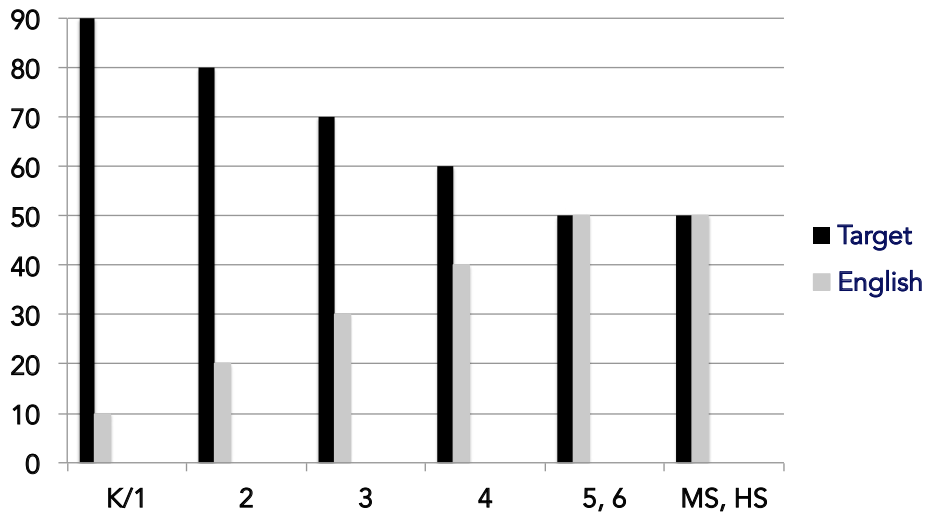
50/50 MODEL

RECLASSIFICATION V. EXIT

Before we leave our conversation about program models, we need to say a word about reclassification and program exit. We know that there's often significant pressure to reclassify English Learners and to be able to show that they are no longer English Learners but have become English Proficient. Many times, unfortunately, we confuse RECLASSIFICATION with EXITING a program. That ONLY makes sense when we're talking about SUBTRACTIVE models.

But because ADDITIVE models have the goal of achieving high levels of bilingual proficiency, academic achievement, and multicultural competency, we WANT students to stay in the programs as long as possible, ideally through high school. However, we expect that English Learners will be reclassified somewhere around 5th grade, when they've demonstrated close to grade-level English proficiency (including literacy) and academic achievement IN ENGLISH. Once students are formally reclassified, they remain in the program as English Proficient students who are still developing increasingly higher levels of bilingual proficiency and academic language in the target language. A good way to help parents understand this is to think about how long we expect native English speakers to study English. We ask our native English speakers to continue to take English courses, even in college, and even though they are native speakers of English. Why do we do that, if they already speak English? We do it because language is complex, and academic language is something that we continue to evolve over time and through deeper study of language, literature, rhetoric, composition, and so forth. Learning a language is a life-long process.

ADDITIVE MODELS

SUBTRACTIVE MODELS

Reclassification ≠ Exit
Why?
Keep students IN the program so they can keep developing their language proficiency!

Reclassification = Exit
Why?
Get students OUT of the program because they learned "enough" Engish.

WHAT WORKS? THE RESEARCH EVIDENCE

While there are a wide array of programs currently available to our educational leaders, not all of them get us the results we want. So, what if you were in charge? What would you choose? Let's take a look at just one research study by Virginia Collier and Wayne Thomas.

This national study of program effectiveness for English Learners was initially conducted in five school districts throughout the United States. It included over 210,000 student records. The study reviewed different program types for language minority students. Additional studies now include over 6.2 million student records in 35 school districts in 16 states including urban, suburban, and rural districts.

We need to be smart about the programs we support in our schools. We know that program matters; that different programs have very different impacts on student achievement. Just as an example, let's look at what happens to English Learners in six different programs over time, at least as far as test scores on norm-referenced, standardized tests in English are concerned.
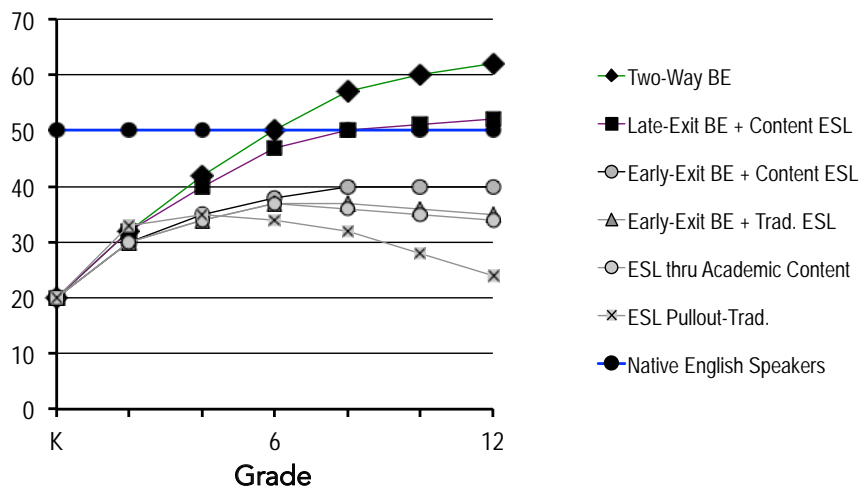
The heavy line at the 50th NCE represents the average performance of native English speaking children making one year's progress per grade. This is the norm. And it's important to compare English Learners' achievement and progress to that of native English speaking majority students, since they represent, for the most part, the standard against which English Learners will be judged.

Each of the various lines grouped together at the 20th NCE represents a different English Learner program model, ranging from ESL pullout to Dual Language programs. We see that all students start off making strong, accelerated progress, and if we only look at program effectiveness in the short term, it appears that it doesn't much matter what sort of program we provide to students. But by 4th grade, some groups of students are making more accelerated progress, while others are leveling off. By 6th grade, some groups are getting further and further away from ever reaching their native English speaking peers. By 8th grade, some groups are shooting ahead, while others are beginning an achievement slowdown that continues through 12th grade, and that in some cases, actually leads to a larger achievement gap the longer they're in school.

One other important point is that none of the students represented in this graph stayed in specialized English Learner programs past 6th grade, so any acceleration or maintenance of achievement beyond 6th grade can be attributed to the power of the initial program. Now, if we had to decide which program models to support for our communities, just based on this information, most of us would vote for the top two. Of course we would. It would be what we would want for any children who matter to us. Well, it's not hard to guess which programs are the two that actually close the achievement gap between English Learners and native English speakers. What's more, dual language (two-way) programs have been documented to have the fewest high school dropouts.

One other point about this research: When the researchers looked at Native English Speakers in the two-way model, the results surpassed those of the English Learners. It's important to know that this research extends beyond just English Learners to every group of students, including special needs students. Every group of students does better in dual language programs. In fact, when the researchers looked at the results for African American students, these children outperformed their peers who were NOT in dual language programs. Why is this? Well, powerful dual language programs are actually ADDITIVE enriched education programs. You can think of them as SUPER-GATE programs that share a set of three key goals. And these goals actually reflect what we want for each one of our children. Yet, despite this evidence, most schools and districts consistently opt for the least effective programs. In California, until very recently, by law, the default program for English Learners was the least effective program available. With the passage of Prop 58, that has the potential to change.

Think about what's happening in our own community. If we say that we want programs that will graduate English Learners, and native English speakers, too, ready for college, career, and the 21st century, why would we invest so much time, effort, and money in programs least likely to get us there, especially when we have available proven programs that would get us such qualitatively different results?

The table below shows how effective each type of program is in terms of "gap closure." What is called the "Achievement Gap" refers to standardized test scores on tests of math and reading given in English to Native English Speakers and English Learners. Before they have learned to fully understand English, English Learners do not do as well on the tests given in English as fluent English speakers. Of course, this is not surprising, since English Learners do not yet fully understand the language of the test. So there is an achievement gap between the test scores of the English Learners and the English speakers. This gap is very obvious when the students start school in the early grades. As the students who are English Learners progress through school and begin to understand English better, they do better on the tests given in English, so the gap begins to close. What the table here documents is what we've already seen on the graph of Collier and Thomas's research. Generally speaking, in order for us to consider programs for English Learners effective, they need to result in at least 3-4 NCEs gain per year and must be sustained for at least 5-6 years. Only these types of programs have a hope of helping English Learners close the achievement gap, and it's clear that only some models have the power to achieve full or close to full gap closure.

Program Model	Annual NCE Gains	x	# Years	=	TOTAL NCE GAIN LONG TERM RESULTS
Two-Way DBE	4		6		24 - FULL GAP CLOSURE
One-Way DBE	3		8		24 - FULL GAP CLOSURE
			6		18 - 3/4 Gap Closure
Late Exit TBE	2		6		12 - 1/2 Gap Closure
Early Exit TBE	2		3		6 - 1/4 Gap Closure
SDAIE	1		6		6 - 1/4 Gap Closure
			3		3 - 1/8 Gap Closure
ESL Pullout	.5		6		3 - 1/8 Gap Closure
			3		1.5 - 1/16 Gap Closure
Prop 227	0		1		NO GAP CLOSURE

The research tells us that we must be especially vigilant to adopt a long-term approach rather than a quick fix. When we focus on improving results for English Learners, we must not bet on the short-term, because short-term gains can be very deceiving and can actually lead us in the wrong direction. Remember the English Learner data from the Collier/Thomas graph. It's only when we look at longitudinal data that we see the real impact of the programs we implement.

There's also some danger in a singular focus on academic achievement in that we often miss the forest for the trees. After all, ultimately, our goal is for students to have greater life options at their disposal, including access to postsecondary education. So we need to keep our eye on access data, as well as achievement data. Does our focus on improving student achievement translate into higher college-going rates, for example?

Ultimately, as advocates for English Learners, we have much greater power than we sometimes believe to insist on programs and program models that are informed by the research and aligned with our values about what constitutes a well-educated student with expansive life options in a 21st century, globalized, highly competitive world. Whether we individually value bilingualism and multilingualism, the research is clear: knowing two or more languages at high levels of proficiency brings incontrovertible, life-changing benefits to our children, our families and communities, and our world. Why would we choose to ignore this evidence? And why would we allow those in charge of our children's schooling to ignore this evidence and in doing so, considerably limit our children's life options and negatively affect our children's emotional, intellectual, and academic growth and potential?

APPENDIX D
DISTRICT STRATEGIC PLANNING
FOR ENGLISH LEARNER SUCCESS

NABE's new strategic plan has its origins in a new vision of English Learner education. In order to put it into action, it will require a transformational and visionary approach -- something that has the power to change the lives of our students, their families, and ultimately, our society.

In the world of education, transformative change comes about most successfully by deeply engaging leadership, staff, and community stakeholders in processes that build common purpose in support of powerful program design, implementation, and monitoring that results in accelerated student engagement and achievement, enhanced staff professional confidence and capacity, and improved community commitment and support. This calls for local communities to embrace a coherent and well-articulated strategic planning and community engagement model.

The framework that NABE used to design its new strategic plan was provided by Francisca Sánchez, and this framework can be used by districts across the nation to facilitate the design of a new English Learner strategic plans that describe how districts and communities will engage all English Learners in high level multilingual learning opportunities that prepare them for success in a global, 21st century environment. In order to do this, districts and communities will need to commit to addressing English Learner education in a comprehensive manner that builds on their languages, cultures, and experiences, skills, and resources to graduate them college, career, and 21st century ready. As a fundamental approach to creating these plans so that the result is sustainable over the long term, they will also need to commit to engaging a diverse group of stakeholders and strengthening those relationships, so that ownership for English Learner success is distributed broadly.

With this in mind, the approaches districts and communities adopt are likely to feature several through-lines that we would expect to see in all schools. In fact, these through-lines should be basic characteristics of our schools that our staff, students, parents, and community are able to recognize, describe, and promote as hallmarks of quality English Learner education:

PreK-12 Coherence: English Learner parents and students should expect a seamless journey beginning with joyful preschoolers and culminating in multilingual/multicultural college, career, and globally ready graduates with multiple post-secondary options.

Staff plan, coordinate, and align their English Learner curricular and extracurricular content and practices within grades/subject areas, across grades/subject areas, and across schools/grade spans.

Global Curriculum, Pedagogy, & Assessment: English Learner parents, students, and staff should expect English Learner curriculum, pedagogy, and assessment that reflect the demands of a global, knowledge-based, creative-age society and economy, incorporate the new Common Core Plus Standards, support integrated learning, and build on the strengths and needs of diverse learners. This includes the incorporation of technology as a key component of teaching, learning, and assessment, and the development of high levels of multiple literacies, including biliteracy, to prepare English Learners for the globalized 21st century world.

College & Career Readiness: English Learner parents, students, and staff should expect that all English Learners will graduate multilingual/multicultural and prepared for college and careers. English Learner pathways have been designed for this purpose and utilize a robust system of indicators that provides a more complete picture of school performance, including broader measures of growth and learning that better assess global readiness skills and application of content and literacy skills to real world issues and challenges. English Learners are supported in developing benchmark projects/portfolios and defense presentations that demonstrate their mastery of the expected standards in two or more languages, including English.

Quality & Committed Educators: English Learner parents and students should expect expert English Learner teachers and school leaders who are focused on improving student engagement, achievement, and global success through the use of powerful practices, including frequent collegial collaboration and inquiry. Staff receive continuous support in becoming more expert and successful.

Values-Driven, Principles-Based, Research Informed Programs & Practice: English Learner parents, students, and staff should expect that our English Learner programs and practices reflect our District values and principles, and are supported by the existing research on English Learner program effectiveness. Our highest priority programs are those that have been shown to have the highest likelihood of helping our English Learners reach our definition of student success.

And with regard to English Learners, the research tells us that we must be especially vigilant to adopt a long-term approach rather than a quick fix. When we focus on improving results for English Learners, short-term gains can be very deceiving and can actually lead us in the wrong direction. It's only when we look at longitudinal data that we see the real impact of the programs we implement.

There's also some danger in a singular focus on academic achievement in that we often miss the forest for the trees. After all, ultimately, our goal is for students to have greater life options at their disposal, including access to postsecondary education. So we need to keep our eye on access data, as well as achievement data. Does our focus on improving student achievement translate into higher college-going rates, for example?

We can think of English Learner program models as fitting into one of two categories, based on their primary goals and their results. They can be either subtractive or they can be additive.

To maximize access to a quality education, most districts will need to expand current and phase in new **ADDITIVE** PreK-12 programs and pathways that are designed for and result in high quality bilingualism and biliteracy in English and English Learners' home language, high levels of academic achievement with full access to the district's comprehensive grade-level curriculum, and high levels of global and multicultural competency. As part of this process, it's also likely that most districts will need to modify or phase out one or more of their current SUBTRACTIVE programs that are not designed to get these results.

So how do we do this? Sánchez proposes a five-phase framework that holds the vision and principles of powerful English Learner success at the center, and that starts with the district leadership taking a stand, then engaging the community in the design of key recommendations for action around a set of powerful strategic goals, followed by planning for implementation of those goals and recommendations. After these design and planning phases, it's time to do the actual work of implementation and to ensure built-in time for reflection and revision as necessary, including revisiting the action planning and/or implementation phases. Sánchez describes this five-phase process as follows:
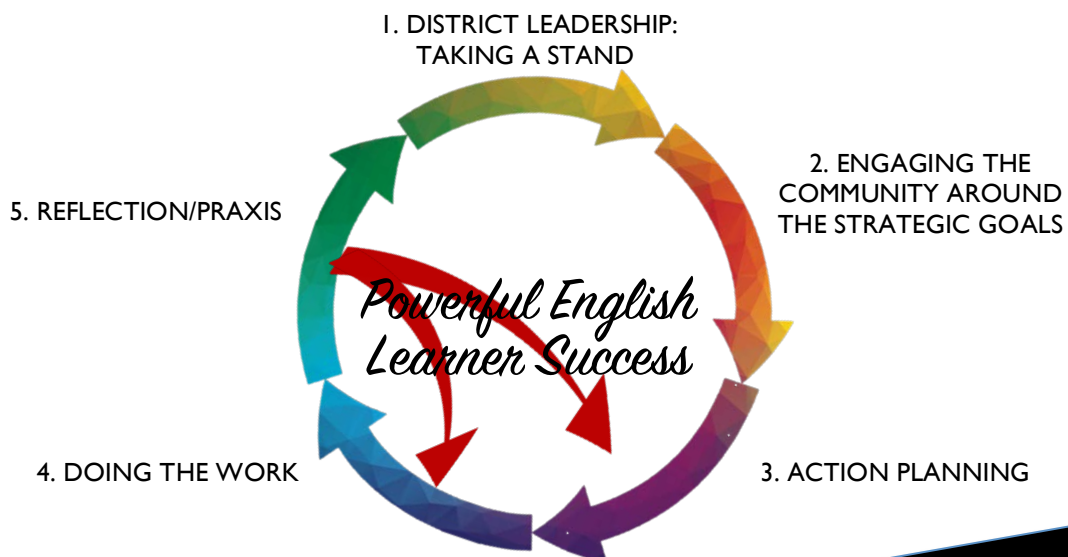
Phase 1: District Leadership Takes a Stand

The framework asks that we start with the district leadership taking a stand that reflects a powerful vision of English Learner success. That means naming and branding the initiative and clearly articulating some key fundamentals that will define who the district is and what it stands for with regard to English Learners.

This means getting agreement from the Superintendent to identify and convene the community influencers – the movers and shakers. The objective of this convening is to have those people in the community whose opinion matters to endorse the process, to identify key stakeholders who should be part of the design process, and very importantly, to name the initiative in a way that is inspiring and compelling.

The issue of what we'll call the initiative is an important one because names matter. A name can provide insight into the nature or intent of the project, even while we're still conceptualizing it. It makes a project real, memorable, and recognizable. A good name can facilitate communication about the project, and support people connecting to the project and developing ownership of the project. So we ask our influencers to imagine a powerful name for our initiative and to be sure that whatever name we select, it provide us with the possibility of adopting a clear metaphor that communicates both the vision and the process behind the project.

After all, metaphors can make the project more personal, more memorable, and more persuasive. They can create vivid images in the stakeholders' minds – making it easier to understand and remember the project's message. And a good name will inspire a community and draw people to support the initiative.

Then, we convene the top level district leadership, usually the cabinet, to establish those key fundamentals. These fundamentals will guide the entire design and implementation process. District leadership also needs to identify those people in the district and community who should be part of the process. And very importantly, the district leadership signs on to the process and commits to supporting it internally and externally.

There are six elements that typically make up our FUNDAMENTALS:
- Vision
- Mission
- Values
- Theory of Action
- Principles
- Strategic Goals

What these fundamentals do is clearly articulate the future we say we want for our English Learners, how we'll need to behave in order to walk that talk, and the big work we believe we will need to take on in order to make that future a reality.

Phase 2: Engaging the Community around the Strategic Goals
Phase Two is about engaging the community in the design of key recommendations for each strategic goal so that we can move those goals from being merely aspirational to being true. Here it's particularly important to ensure that the design team that's convened truly reflect the broad community, including students.

Once the group is constituted, we hold a series of sessions to guide them in first developing findings statements that describe the current state of each goal area, and then designing key recommendations and actions that if implemented would move us from our current state to the future we've described in our vision statement. Generally, we meet 4 or 5 times, including a full day orientation, and each session is carefully crafted to guide the participants to successfully achieving their tasks.

In our first convening with our stakeholder group, we are very explicit about what the charge is to them. Their responsibility will be to help the district design a plan to engage all students in high-level learning that prepares them for 21st century success and that positions the district as a national model of excellence. We also stress that by virtue of their participation in this stakeholder group, they are now English Learner ambassadors, interpreters, and translators. We encourage them to start telling the story of the new plan or initiative and to encourage others to join the journey. We need to bring everyone along.

We also clearly identify the roles and responsibilities of the stakeholder group:
- Review, analyze, and synthesize relevant data, research, classroom observations, and community perspectives in order to better inform the content of the plan.
- Based on those reviews, analyses, and syntheses, identify recommendations for the plan writers to consider.
- Represent the diverse stakeholders in the community.
- Communicate plan progress to the wider community.
- Work collaboratively with other stakeholder group members in support of the plan's vision and purpose.

This is important because we need people on the team who are there to improve outcomes for English Learners and not because of a personal agenda they may have. Their responsibility is to represent more than just themselves and to do it in a way that is congruent with our best knowledge of what works for English Learners and their families.

After the orientation and the formation of the strategic goal teams, the team's task is to first create findings statements about each goal. We stress that each findings statement has four essential parts:

First, we have the claim. For example: *Currently, English Learners in our district have limited access to high level and rigorous curriculum and courses, perform at less than optimal levels, and rarely fulfill their potential as high level multilinguals. This renders the majority of English Learners ineligible to enter a four-year university or to successfully navigate an increasingly complex, multilingual, globalized world.*

Second, we provide the evidence supporting that claim. For example: *As evidence of this, we can point to the fact that 60% of 6-12 grade English Learners are classified as long term English Learners; 80% of ELs receive one or more D or F grades at the high school level; only 6% qualify for the Seal of Biliteracy; and only 2% of ELs graduate successfully meeting university entrance requirements.*

Third, we connect our claim to our vision and goal. For example: *In order for our district to realize its vision of ensuring every English Learner is educated for college, equipped for career, empowered with character, and prepared to compete in a global world, we must dramatically improve English Learner engagement and achievement through access to coherent PreK-12 multilingual pathways.*

Fourth, we provide our recommendations to correct the situation. For example: *To that end, the following recommended actions must be implemented:* [and then the team's recommendations would follow].

Once the findings statements are crafted, then the team must come up with the specific recommendations and actions that will allow us to move from where we are currently to where we want to be. We want to make sure that each action starts with a clear recommendation statement, followed by a fuller explanation of that recommendation. The detail is important because that is how the team is defining and delimiting its recommendation so that everyone understands what needs to be done.

We actually post all of this on large sticky walls so that everyone can see how the work is progressing. We end up with a sticky wall like this for each strategic goal. It's grounded in our vision of the desired future. The findings and strategic goal statements are clearly stated. Then we have the various big recommendations, and the specific actions that fall under each recommendation.

Once this work is completed, we put together a document that includes a summary of our process and journey, our fundamentals, and our findings and recommendations. This is reviewed and approved by the district leadership and sent to the board for approval. Once the plan is approved, we can move on to Phase 3.

Phase 3: Action Planning

Phase Three is about turning the stakeholder team's work into actionable implementation plans. It's fairly traditional action planning that starts with the district identifying the implementation organizational structure and then actually bringing those people together to build the action or implementation plans. The district identifies project managers for each of the strategic goals. These people then provided input into who they wanted on their teams to help build the action plans.

Before the action teams come together, the facilitator or someone else identified to do this task takes all the approved goals and transfers them to the action planning form, which is a template that looks like this. The action teams' task is to add in the details steps for implementing the recommendations, including benchmarks or milestones, when the work should start and when it should be fully implemented, the resources needed, and so forth.

At this stage it's important to have HR and the Business divisions directly involved because of the issues of needed resources, including human and fiscal resources. And the teams will need to communicate across teams in order to avoid unnecessary duplication and to establish a chronology of action that reflects the existing resources, needs, urgencies, constraints, and contingencies.

The final step once the action plans have been approved is to transfer the plans to an online project management system.

Phase 4: Doing the Work

Phase Four is the actual implementation, and here is where it becomes critical to have a clearly articulated organizational structure that will support and facilitate the work that needs to be done. There will be challenges because the work will be transformational – and our current organizational structures are generally designed to maintain the current state. Often, it will feel like we're having to build the plane as we fly it --inventing new structures and processes even as we're doing the work.

For example, it's useful to establish an implementation team consisting of the strategic goal project managers and the action leads and to have such a team meet regularly, usually monthly. These monthly implementation team meetings serve four big purposes.
- Build community and team and a sense of purpose and renewal
- Strengthen calibration within and across teams, cohesion of the work as a whole across the district, and the professional learning and competency of the team members
- Monitor and assess progress on the implementation plan and adjust as necessary
- Troubleshoot and plan for the work ahead.

As a regular protocol, the goal teams review your action plans, and make a group decision about the status of each of their major actions or recommendations. They can decide that its work that's building, or that's reached its peak. It might be work that has reached its peak and now it's winding down. Or it can have reached its peak and now it's just being sustained. Or possibly, it could be work that has not only reached its peak, but now is building to a new level.

They plot their progress on these progress arcs and then have cross-team discussions about why and how and what now. They also regularly use a reflection and debriefing protocol called the After Action Review to reflect on our experiences in this work so far and to determine next steps. The protocol has three key questions:

- First, what happened.? What did we actually do/accomplish?
- Second, what insights have emerged or are emerging for you regarding our work and your role and responsibility in ensuring success for the action teams?
- Third, given these insights, what specific things will you/we commit to doing/contributing as an implementation team member?

Phase 5: Reflection/Praxis

Phase Five – the framework's final phase – is really about adopting a growth mindset anchored in deep reflection that leads to action. It's a recursive phase in that it doesn't just happen at the end; rather reflection and synthesis opportunities are built into the work at every stage. This phase is a reminder to make our work transparent to the larger community and to engage the community in periodic assessments of how things are progressing and what, if any, larger scale course corrections may be needed. One thing to note is that this phase can also lead back to Phases Three or Four, depending on the results of those reflections and assessments.

APPENDIX E
PROMOTING PARENT, FAMILY, & COMMUNITY ENGAGEMENT

NABE is committed to working proactively to promote positive, productive, and empowering working relationships with parents. Karen Mapp's *Dual Capacity-Building Framework for Family/School Partnerships* provides a framework for thinking about and designing systems to support parent, family, and community engagement by creating collaborative and coordinated systems for family and community engagement. It asks us to think of parents as partners rather than consumers, to value parents' contributions rather than just providing services to them, to invest in capacity building and leadership development versus expecting involvement without this investment, and to focus on developing parents' skills in four areas: capabilities, connections, cognition, and confidence. Supporting parent/family/community engagement activities should be aligned with school and district achievement goals and connect families to the teaching and learning goals for students. A major focus of these activities should be on building respectful and trusting relationships between home, school, and community. As Mapp describes it, a major outcome should be "Staff who can honor and recognize the wealth of knowledge that families possess, which can in turn assist schools with pedagogical priorities; and families that can negotiate multiple roles — as supporters, monitors, advocates, and decision makers for their children."

CAPABILITIES: HUMAN CAPITAL, SKILLS, & KNOWLEDGE
NABE's family, parent, and community engagement efforts will focus on ensuring that:
*   Families have increased their knowledge and understanding of what their children should know and be able to do PreK-12 and have increased their portfolio of tools and activities that they can use to enhance their children's learning.
*   Families have enhanced knowledge and understanding of educational policies and programs, such as those associated with English Learners, special needs, and Title I.
*   Families have enhanced their own skills associated with literacy and language acquisition, multilingualism, global readiness, degree completion, and job skills.
*   Members, partners, and clients have increased their knowledge of the assets and funds of knowledge of the families and communities they work in.
*   Members, partners, and clients have increased their knowledge and understanding of culturally and linguistically responsive practices and pedagogy.
*   Members, partners, and clients have increased their portfolio of ways to reach out to and build respectful and trusting relationships with families, including English Learner families and communities.

CONNECTIONS: IMPORTANT RELATIONSHIPS AND NETWORKS - SOCIAL CAPITAL

Staff and families need access to social capital through strong, crosscultural and multilingual networks built on trust and respect. These networks should include family–teacher relationships, parent–parent relationships, and connections with community agencies and services. NABE's family, parent, and community engagement efforts will focus on ensuring that:

- Levels of relational trust increase between families and school staff.
- The number and scope of parent-to-parent networks and connections increase.
- The number of crosscultural and multilingual networks (across race, language, socioeconomic status, education level, etc.) increase between school staff and families and communities.
- Families and staff increase their connections to community agencies and services.

CONFIDENCE: INDIVIDUAL LEVEL OF SELF-EFFICACY

Staff and families need a sense of comfort and self-efficacy related to engaging in partnership activities and working across lines of cultural and linguistic difference. NABE's family, parent, and community engagement efforts will focus on ensuring that:

- Members, partners, and clients experience an increase in their comfort level and sense of self-efficacy when engaging in home–school-community partnership events and activities.
- An increased number of families and staff from diverse backgrounds take on positions of leadership.

COGNITION: ASSUMPTIONS, BELIEFS, AND WORLDVIEW

We are committed to working as partners with families and must believe in the value of such partnerships for improving student learning. Families need to view themselves as partners in their children's education, and must construct their roles in their children's learning to include the multiple roles described in this appendix. NABE's family, parent, and community engagement efforts will focus on ensuring that:

- Families' beliefs about the role they play in their children's education have broadened to include multiple roles.
- Members', partners', and clients' core beliefs about family/community engagement have been discussed and documented.
- Members', partners', and clients' belief systems about the value of home–school-community partnerships are linked to learning and school improvement.
- Members, partners, and clients have a commitment to family/community engagement.

RISE UP

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