

# CABE COMPASS PROJECT WORKPLAN

| Claim/Goal #3.1<br><b>Family/Community Engagement</b> |          | #3.1 Implement strong family and community engagement programs that build leadership capacity and that value and draw upon community funds of knowledge to inform, support, and enhance teaching and learning for English learners so that they graduate college, career, and 21st century ready. |   | Project Manager<br><br>Maria Villa  |                                     | Assessment   | Additional Funds<br><br>\$\$ |
|---|----------|---|---|---|-------------------------------------|--|------------------------------|
| Timeline  |          | Action Steps  | Milestones/Deliverables   |   | Lead                                |  |                              |
| Start   | Complete |   | Milestone (Deliverable)   | Target Date   |                                     |  |                              |
| July 2013   | On-going | 3.1.1 Deepen understanding of the CABE COMPASS and implications for quality programs and services for English Learners and for parent, family, and community roles in supporting local and statewide implementation of the COMPASS.   | <ul style="list-style-type: none"> <li>• Identify various parent, community, and educational organizations at state, district, school, and community levels.</li> <li>• Develop a plan to meet with the various organizations and provide briefings on the CABE COMPASS and the various roles that parents, families, and community members can play in local and statewide implementation of the COMPASS.</li> <li>• Develop a facilitator's agenda and PowerPoint.</li> </ul> | <p style="text-align: center;">Done</p> <p style="text-align: center;">On-going</p> | <i>Maria Villa, Jan &amp; Board</i> | <ul style="list-style-type: none"> <li>• Organizations identified are: CTA, PTA, ACSA, CSBA, CLSBA, Several LEAs, Mexican entities, and Consulates, Families in Schools, PICO, NCLR, Ed Trust West,</li> <li>• CABE Compass has been prioritized to be scheduled for presentations specifically at each CABE Regional and</li> </ul> |                              |

|  |  |  |  |  |   |  |
|--|--|--|--|--|---|--|
|  |  |  | <ul style="list-style-type: none"> <li>• Train CAPBE leaders to deliver the briefings.</li> <li>• Establish a professional development schedule that includes dates, locations, audiences, presenters.</li> <li>• Work with CAFE staff to prepare/deliver the sessions <i>and identify how it can be integrated through Project 2INSPIRE</i></li> <li>• Work with CAFE P2I staff to integrate an overview of the CAFE compass at P2I orientation meetings and to establish the commitment that CAFE has toward the full engagement of parents in their children’s education and the school community.</li> </ul> | <p>Revamped</p> <p>Completed and on-going</p> <p>Fall 2015</p> <p>(in progress)</p> <p>Fall 2015</p> <p>(Done)</p> | <p>Annual Conference. It has been integrated into presentations and conversation with several of the organizations mentioned above.</p> <ul style="list-style-type: none"> <li>• A presentation has been created in English and Spanish to share the information on the CAFE compass.</li> <li>• CAPBE is currently dormant. Staff and Board members have stepped in to provide briefings and presentations,</li> <li>• CAFE staff has been provided</li> </ul> |  |
|--|--|--|--|--|---|--|

|                |           |  |   |          |                  |  |  |
|----------------|-----------|--|---|----------|------------------|--|--|
|                |           |  |   |          |                  | with professional development and support in their understanding of the CABE Compass and its significance and integration in their areas of work.  |  |
| September 2013 | June 2018 | 3.1.2 Work with various parent, community, and educational organizations at state, district, and school levels and build leadership capacity to support the establishment of college-going cultures Prek-12. | <ul style="list-style-type: none"> <li>•Partner with AVID, Puente, and MESA to design and conduct Parent Orientation sessions on college readiness and a college-going culture.</li> <li>• Partner with 3-6 districts to phase in the development of individual College, Career, &amp; 21st Century Student Success and Monitoring Plans for every K-3 English Learner, adding a new grade each year, and defining success as per the CABE COMPASS.</li> <li>• In collaboration with</li> </ul> | On-going | Jan, Maria Villa | <ul style="list-style-type: none"> <li>•Two modules have been created through Project 2 INSPIRE on goal setting and college readiness and college going culture.</li> <li>•Staff presented and distributed information reading college preparation at UC San Diego, CSU Long Beach, Univision Education Fair, Ventanilla de educacion and</li> </ul> | In order to implement the action steps to their entirety, 2-3 staff members would need to be hired to focus on the development of these partnerships with specific organizations to set up trainings and the partnership with 3-6 districts and other organizations. |

|  |  |  |   |  |  |  |
|--|--|--|---|--|--|--|
|  |  |  | <p>CSBA, promote academic policies that include the UC/CSU A-G course sequence and improve access to advanced study for all English Learners.</p> |  | <p>at the Mexican Consulate in LA,<br/> <b>This 2015-16 we have partnered with CSUSB and will be tabling and possibly presenting at Feria Educative at CSUSB</b><br/> CABE provided professional development to the Migrant Education State Board over a series of 10 weeks.</p> <p><b>CABE continues to provides</b> specific and on-going training on college going preparation and culture via Project 2 INSPIRE leadership development program.</p> <p>Need to collaborate</p> |  |
|--|--|--|---|--|--|--|

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  | <p>with Martha ZD, Director of Secondary and IHE and Director of Community Affairs to build partnership with CSBA for UC/CSU A-G course sequence and advance study for ELs.</p> <p>CABE.P2i Facilitators have been working closely with LCFF Coalition to review LCAP</p> <p>Last year P2i Facilitators participated in LCAP and CCSS for ELs training with Cal Together</p> <p>In Collaboration with Martha Z Diaz and CABE working on developing a</p> |  |
|--|--|--|--|--|--|--|

|           |           |  |   |          |                  |   |  |
|-----------|-----------|--|---|----------|------------------|---|--|
|           |           |  |   |          |                  | <p>cadre of Parent Leaders to represent Families at the State Level<br/> This Year CABA staff and P2i parents will participate in the CABA Board and consultant have contributed to the University State Seal of Biliteracy committee to align to High School Seal of Biliteracy.</p> |  |
| July 2013 | June 2018 | 3.1.3 Create tools and protocols to support increased parent, family, and community engagement at state, district, school, and | <ul style="list-style-type: none"> <li>• Collaborate marketing specialist to create media spots to showcase the tools and protocols and collaboration/engagement opportunities.</li> <li>• Work with CABA chapters to assist them in developing plans to</li> </ul> | On-going | Maria Villa, Jan | CABA has a firm and ongoing partnership with state PTA, however, we do not feel that it is appropriate at this time to design tools collaboratively.  |  |

|  |  |                   |  |  |  |  |
|--|--|-------------------|--|--|--|--|
|  |  | community levels. | <p>respond to local community needs.</p> <ul style="list-style-type: none"> <li>• Conduct CAFE Back to School Nights for parents, families, and the community.</li> <li>• Work with CAFE technical staff to establish the electronic space and processes for parents and community to share their engagement experiences and for schools/districts to share their successes working with parents and community.</li> </ul> |  | <ul style="list-style-type: none"> <li>•The CAFE technology and P2I teams have worked together to use in house technology resources (such as Social Media and digital technology) to create video clips and other resources.</li> </ul> <p>P2I continues to provide Back to School night orientations, tabling and support to the majority of the schools that we have P2I contract with in order to reach more parents, families and the community.</p> <p>CAFE Staff showcases parent engagement</p> |  |
|--|--|-------------------|--|--|--|--|

|           |      |               |                        |           |       |   |  |
|-----------|------|---------------|------------------------|-----------|-------|---|--|
|           |      |               |                        |           |       | <p>and leadership opportunities on a daily basis on the CAFE Facebook page and invites parents and schools to contribute and respond.</p> <p>Laurie Nesrala, Jesse Acosta and Norma Rocha have created an online blog/newsletter that will provide additional opportunities for electronic posting and sharing.</p> <p>Jesse Acosta is supporting us in creating a ToolKit for P2i i3 grant and assisting and is with revamping our website</p> |  |
| July 2013 | June | 3.1.4 Through | •Implement P2I program | On -going | Maria | •See Annual   |  |



|  |      |   |  |  |       |   |  |
|--|------|---|--|--|-------|---|--|
|  | 2018 | <p>CABE’s federal i3 grant, expand its PROJECT 2INSPIRE work, developing expertise and leadership among parents and community members so they are more informed and effective advocates for English Learners and more engaged in a transformative process with the schools.</p> | <p>and training in the i3 districts (4) and schools (10).</p> <ul style="list-style-type: none"> <li>• Engage in on-going research and evaluation of P2I program through the i3 grant and other grants.</li> <li>• Develop promotional materials and activities.</li> <li>• Develop a plan to disseminate this information through various media.</li> <li>• Develop a family engagement professional development program for teachers and administrators that complements and supports Project 2-INSPIRE.</li> <li>• Place these items on the CABE webpage with a parent/ community tab.</li> <li>• Develop evaluation for Information posted on the CABE webpage.</li> </ul> |  | Villa | <p>Progress Report for the I3 grant programmatic and evaluation goals.</p> <ul style="list-style-type: none"> <li>• Brochures, newsletters, website and training modules are created and updated regularly.</li> <li>• A family engagement professional development program for teachers and administrators that complements and supports Project 2-INSPIRE has been developed and presented at LEAs and CABE Conferences.</li> </ul> <p>This 2015-16 P2i conducted a</p> |  |
|--|------|---|--|--|-------|---|--|

|  |  |  |  |  |  |   |  |
|--|--|--|--|--|--|---|--|
|  |  |  |  |  |  | <p>4 hour Family Engagement PD to Mt. View Administrators</p> <p>Parents under the i3 grant are conducting Staff and district presentations to board about their Leadership development through P2i</p> <p>P2i Facilitators are participating as presenters at Regionals and CABA conferences</p> <p>CABA P2I worked with 16 school districts state wide and provided over 60 Awareness (4), Mastery (40) and Expert Level (14) trainings under contract or</p> |  |
|--|--|--|--|--|--|---|--|

|           |           |  |  |  |  |   |  |
|-----------|-----------|--|--|--|--|---|--|
|           |           |  |  |  |  | <p>through the i3 grant in 2014-15.</p> <ul style="list-style-type: none"> <li>•Project 2INSPIRE maintains and updates their webpage and Facebook page on a regular basis. Training materials are not uploaded to the website to protect copyright and program fidelity.</li> </ul> |  |
| July 2015 | June 2018 | 3.1.5 Expand the Plaza Comunitaria program across the state. | <ul style="list-style-type: none"> <li>•Work with the Mexican Consulate to secure support for establishing two additional Plazas Comunitarias, one in Northern California and one in the Central Valley.</li> <li>• Partner with districts, county offices of education, and/or CBOs/IHEs to secure dedicated space for the Plazas.</li> </ul> |  |  | <ul style="list-style-type: none"> <li>•CABE has provided Plaza Comunitaria to the Spane Park Center in Paramount for 4 years and continues to maintain the program providing primaria, secundaria y preparatoria.</li> <li>•CABE works in</li> </ul>                               |  |

|  |  |  |   |  |  |  |
|--|--|--|---|--|--|--|
|  |  |  | <p>(currently this 2015-16 there are 2 potential districts OMSD and CNUSD interested in a partnership to support Plazas at their districts).</p> <p>2015 integrated Plaza Comunitaria Awareness at our Project 2INPSIRE Sites</p> <ul style="list-style-type: none"> <li>• Seek funding to support the new Plazas.</li> </ul> |  | <p>collaboration with IME/INEA and the Mexican Consulate to support Plazas Comunitarias.</p> <ul style="list-style-type: none"> <li>•CABE applies every year for an IME Beca to support our Plaza Program. (Continue to apply for IME Becas to help support Plaza Program</li> <li>•CABE is exploring an expansion of our Plaza Comunitaria program in partnership with INEA and IME Becas.</li> <li>•The expansion plan includes, contracting with districts to provide Plaza Comunitaria facilitation</li> </ul> |  |
|--|--|--|---|--|--|--|

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  | <p>through CABE, providing a TOT to districts and program facilitators on the implementation of Plaza Comunitarias, and promoting Plazas Comunitaria to all P2I participants, schools and district to grow programs throughout the state.</p> <p>Through new partnership with Mexcio and INEA, increased funding will be requested.</p> <p><b>CABE in partnership with Mexico and INEA will work in collaboration with families across the state</b></p> |  |
|--|--|--|--|--|--|--|

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  | and Mexico's<br>Department of<br>Education to<br>promote Plazas<br>state wide. |  |
|--|--|--|--|--|--|--|--|