

CABE COMPASS PROJECT WORKPLAN

Claim/Goal #3.1 Family/Community Engagement		#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 Maria Villa		Assessment	Additional Funds \$\$
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"> • Identify various parent, community, and educational organizations at state, district, school, and community levels. • 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. • Develop a facilitator's agenda and PowerPoint. 	<p style="text-align: center;">Done</p> <p style="text-align: center;">On-going</p>	<i>Maria Villa, Jan & Board</i>	<ul style="list-style-type: none"> • Organizations identified are: CTA, PTA, ACSA, CSBA, CLSBA, Several LEAs, Mexican entities, and Consulates, Families in Schools, PICO, NCLR, Ed Trust West, • CABE Compass has been prioritized to be scheduled for presentations specifically at each CABE Regional and 	

			<ul style="list-style-type: none"> • Train CAPBE leaders to deliver the briefings. • Establish a professional development schedule that includes dates, locations, audiences, presenters. • Work with CAFE staff to prepare/deliver the sessions <i>and identify how it can be integrated through Project 2INSPIRE</i> • 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. 	<p>Revamped</p> <p>Completed and on-going</p> <p>On-going</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"> • A presentation has been created in English and Spanish to share the information on the CAFE compass. • CAFE is currently dormant. Staff and Board members have stepped in to provide briefings and presentations, • CAFE staff has been provided with 	
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						professional development and support in their understanding of the CAFE 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"> •Partner with AVID, Puente, and MESA to design and conduct Parent Orientation sessions on college readiness and a college-going culture. • Partner with 3-6 districts to phase in the development of individual College, Career, & 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 CAFE COMPASS. • In collaboration with CSBA, promote academic 	On-going	Jan, Maria Villa	<ul style="list-style-type: none"> •Two modules have been created through Project 2 INSPIRE on goal setting and college readiness and college going culture. •Staff presented and distributed information reading college preparation at Cal State San Bernardino Feria de Educaion, Rio Hondo College, Ventanilla de educacion and at the Mexican 	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>policies that include the UC/CSU A-G course sequence and improve access to advanced study for all English Learners.</p>		<p>Consulate in LA, CABE tabled and presented at the Migrant Education State Board Conference in Los Angeles</p> <p>CABE continues to provides specific and on-going training on college going preparation and culture via Project 2 INSPIRE leadership development program.</p> <p>Need to collaborate 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</p>	
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					<p>advance study for ELs. CABE.P2i Facilitators continue to work closely with LCFF Coalition to review LCAP</p> <p>In 2015 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 cadre of Parent Leaders to represent Families at the State Level (on-going) CABE staff and P2i parents will participated in the CABE Board and consultant have</p>	
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						contributed to the University State Seal of Biliteracy committee to align to High School Seal of Biliteracy.	
July 2013	June 2018	3.1.3 Create tools and protocols to support increased parent, family, and community engagement at state, district, school, and community levels.	<ul style="list-style-type: none"> • Collaborate marketing specialist to create media spots to showcase the tools and protocols and collaboration/engagement opportunities. • Work with CAFE chapters to assist them in developing plans to respond to local community needs. • Conduct CAFE Back to School Nights for parents, families, and the community. • Work with CAFE technical staff to establish the electronic space and processes for parents and 	On-going	Maria Villa, Jan	<p>CAFE 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.</p> <ul style="list-style-type: none"> •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 	

			<p>community to share their engagement experiences and for schools/districts to share their successes working with parents and community.</p>		<p>resources.</p> <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>CABE Staff showcases parent engagement and leadership opportunities on a daily basis on the CABE Facebook page and invites parents and schools to contribute and respond.</p> <p>Laurie Nesrala, Jesse Acosta and Norma</p>	
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						<p>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 (almost complete) for P2i i3 grant (a draft was submitted to US Department of ED)</p>	
July 2013	June 2018	3.1.4 Through CABE's federal i3 grant, expand its PROJECT 2INSPIRE work, developing expertise and leadership among parents and community	<ul style="list-style-type: none"> • Implement P2I program and training in the i3 districts (4) and schools (10). • Engage in on-going research and evaluation of P2I program through the i3 grant and other grants. • Develop promotional materials and activities. 	On -going	Maria Villa	<ul style="list-style-type: none"> • See Annual Progress Report for the I3 grant programmatic and evaluation goals. On March 2016 I3 APR was submitted to US Department of Ed 	

		<p>members so they are more informed and effective advocates for English Learners and more engaged in a transformative process with the schools.</p>	<ul style="list-style-type: none"> • Develop a plan to disseminate this information through various media. • Develop a family engagement professional development program for teachers and administrators that complements and supports Project 2-INSPIRE. • Place these items on the CABE webpage with a parent/ community tab. • Develop evaluation for Information posted on the CABE webpage. 		<ul style="list-style-type: none"> • Brochures, newsletters, website and training modules are created and updated regularly. • 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. <p>Parents under the i3 grant are conducting Staff and district presentations to board about their Leadership development</p>	
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						<p>through P2i</p> <p>P2i Facilitators are participating as presenters at Regionals and CABE conferences</p> <p>2 015-16CABE P2I worked with over 30 school districts in which over 2000 parents were served state wide under contracts or through the i3 grant in 2015-16.</p> <p>•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</p>	
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						program fidelity.	
July 2015	June 2018	3.1.5 Expand the Plaza Comunitaria program across the state.	<ul style="list-style-type: none"> • Work with the Mexican Consulate to secure support for establishing two additional Plazas Comunitarias, one in Northern California and one in the Central Valley. • Partner with districts, county offices of education, and/or CBOs/IHEs to secure dedicated space for the Plazas. <p>(2015-16 there are 3 districts Val Verde, CNUSD, and Mt. View partnered to support Plazas at their districts). This 2016-17 (3) additional district who have expressed interest in a partnership (Compton USD, Lawndale, Lynwood)</p> <p>2015 integrated Plaza Comunitaria Awareness at our Project 2INPSIRE Sites</p> <ul style="list-style-type: none"> • Seek funding to support the new Plazas. 			<ul style="list-style-type: none"> • CABE has provided Plaza Comunitaria to the Spane Park Center in Paramount for 5 years and continues to maintain the program providing primaria, secundaria y preparatoria. • CABE works in collaboration with IME/INEA and the Mexican Consulate to support Plazas Comunitarias. This 2015-16 CABE partnered with CNUSD, Val Verde USD, Mt. View USD in which over 100 participants were served and 60 participants 	

					<p>graduated from Elementary or Secondary Education</p> <ul style="list-style-type: none"> •CABE applies every year for an IME Beca to support our Plaza Program. (Continue to apply for IME Becas to help support Plaza Program •CABE is exploring an expansion of our Plaza Comunitaria program in partnership with INEA and IME Becas. •The expansion plan includes, contracting with districts to provide Plaza Comunitaria facilitation through CABE, providing a TOT to districts and program 	
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					<p>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>CABE in partnership with Mexico and INEA will work in collaboration with families across the state and Mexico's Department of Education to promote Plazas state wide.</p>	
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