CABE COMPASS

ACTION PLAN

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| Cardinal Point #3 | Engaging Our Community for Success | | | | |
| Claim/Goal #3.1 | **Family/Community Engagement:** 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. | | | | |
| Actions | How (Specific Steps) | Timeline | Person(s) Responsible | Needed Resources | Measures of Success & Quality |
| 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. | * 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. * Train CAPBE leaders to deliver the briefings. * Establish a training schedule that includes dates, locations, audiences, presenters. * Work with CABE staff to prepare/deliver the trainings. | September 2014 | Director of Parent Relations  Region Representatives  Chapter Presidents | Protocol for Selecting Target Organizations  Training Facility  Copies of the COMPASS and Training Materials  Facilitator’s Agenda & PPT | Completed Plan with List of Organizations and Strategies for How Each Region and Organization will Support CABE in Building Understanding of the COMPASS  90% of CAPBE Leaders Trained |
| 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. | * 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 CABE COMPASS. * In collaboration with CSBA, promote academic policies that include the UC/CSU A-G course sequence and improve access to advanced study for all English Learners. * Increase the enrollment of middle and high school English Learners in AVID, Puente, or other proven college preparation and support programs. * Establish an English Learner college mentoring program with mentors drawn from the community to guide English Learners and their parents in the process of going to college. * Partner with the Association of Secondary School Principals to develop a portfolio of credit earning alternatives for English Learner secondary students. * Develop a special outreach program to ensure young men are graduating college and career ready. | December 2014 | Ramón Zavala  Director of Secondary/IHE Affairs | Budget/Funding | Partnership Agreements  CSBA-Approved Academic Policies  Success Plans for All K-3 English Learners in Partner Districts  Disaggregated baseline data on English Learners enrollment in middle school a-g prep and high school a-g and advanced courses, and AVID/PUENTE  Results of Mentoring Program  Portfolio of Credit-Earning Alternatives |
| 3.1.3 Create tools and protocols to support increased parent, family, and community engagement at state, district, school, and community levels. | * Collaborate with PTA to identify the tools and protocols to be designed. * Work with a marketing specialist to create media spots to showcase the tools and protocols and collaboration/engagement opportunities. * Work with CABE chapters to assist them in developing plans to respond to local community needs. * Conduct CABE Back to School Nights for parents, families, and the community. * Work with CABE 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. * Establish a portfolio of strategies for parents to connect/communicate directly with superintendents (i.e., town hall meetings, superintendent chats). | April 2014 | Director of Parent Relations  María Villa  P2I Team  Norma Rocha  Local Chapters | Development Budget and Sources of Revenue  Drupal Website | Website Service Launched  Local Plans  Tools & Protocols  Media Spots |
| 3.1.4 Through 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. | * Implement P2I program and training in the i3 districts (4) and schools (10). * Develop promotional materials and activities. * 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. * Engage in on-going research and evaluation of P2I program through the i3grant and others grants. | December 2013 | Director of Parent Relations  María Villa  P2I Team  Norma Rocha  Regional Representatives | Funding for District Grants  Project 2-Inspire  Evaluation for Webpage | Project 2-Inspire Contracts and Evaluation Results  Hits on Parent/Community Tab on CABE Webpage  Web Page Evaluation Results |
| 3.1.5 Expand the Plaza Comunitaria program across the state. | * 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. * Seek funding to support the new Plazas. | October 2015 | Director of Parent Relations  María Villa | Funding  Facilities | Partnership Agreements |