

**CABE STRATEGIC PLAN  
ANNUAL SUMMARY REPORT  
2013-2018**



**PRIORITY CLAIM/GOAL: 3.1 Family and Community Engagement**

Project Manager: Maria Villa

DESCRIPTION: 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	KEY EVIDENCE
<p>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.</p>	<p>CABE Compass has been integrated into presentations and conversation with several organizations.</p> <p>CABE staff has been provided with professional development and support in their understanding of the CABE Compass and its significance and integration in their areas of work.</p> <p>CABE Parent and Family Engagement staff made revisions to Project INSPIRE curriculum to address the following; EL Roadmap, Know Your Rights, Global CA 2030 (Integrate information this Summer), CA’s New Accountability System, California Assessment of Student Performance and Progress (CAASPP) System, ELPAC, Prop 58 Global Economy Initiative, LCAP, DACA/SAFE Haven Immigration Resources</p> <p>Community Learning Theory: Project 2INSPIRE’s work draws on Community Learning Theory. It is an integral part of the way we bring people together to collaborate. It provides a powerful community building process for schools and communities genuinely interested in promoting “meaningful” parent participation.</p>
<p>3.1.2 Work with various parent, community, and educational organizations at state,</p>	<p>Conducting presentations and disseminating information at mentioned sites</p> <p>In 2018- CABE Project 2INSPIRE;</p>

ACTIONS	KEY EVIDENCE
<p>district, and school levels and build leadership capacity to support the establishment of college-going cultures Prek- 12.</p>	<ul style="list-style-type: none"> <li>• partnered with 27 districts and CDE Migrant SPAC (see map attached)</li> <li>• <b>total of 49 contracts</b> throughout Southern and Northern CA</li> <li>• served over 1000 parents (615 So. Cal, 376 No. Cal)</li> </ul> <p>Leadership Activities CABE parent leaders participated in; CABE board meetings, CABE Legislative Committee, PTA, CDE Ad Hoc Advisory Committee, California Collaborative for Educational Excellence(CCEE), CalTog, ELLI, CA Endowment, SBCCS FEN, Binational Parent Leadership Institute, Mexican Consulate in Los Angeles and San Bernardino, LMU Jornada, CA State Migrant conference, CABE Regionals and Annual</p> <p>In 2013 CABE Parent and Family Engagement had 1 Coordinator and 2 Parent Specialists. Currently in 2018 we have 1 Director, 6 Full Time team members (3 Parent Specialists and 3 other team members) and 18 Part Time Specialists.</p>
<p>3.1.3 Create tools and protocols to support increased parent, family, and community engagement at state, district, school, and community levels.</p>	<p>Facebook, Recruitment events, Back to School night orientations and community tabling events</p> <p>Completed and updated Family Engagement Brochure on CABE's Services</p> <p>Updated Parent and Family Engagement Flyer (Spanish and English)</p> <p>Created a Plaza Comunitaria Trainer of Trainer flyer and flyer for Families about Plaza Comunitaria</p> <p>Family Engagement Action Team (FEAT) plan is a tool used and created under CABE's I3 grant and will be available for contracts 2018-19. The FEAT committee working on the FEAT plan includes site administrator, two teachers, and parents all working together to plan the family engagement program at the school. This team reinforces and supports the belief of seeing families as collaborative agents of change in service of improved outcomes for students, schools and communities.</p>

ACTIONS	KEY EVIDENCE
	<p><b>Through the CA Endowment grant, we have developed the following new resources:</b></p> <ul style="list-style-type: none"> <li>• One-page bilingual flyer to promote TOT modules</li> <li>• Developed three presentation modules (PowerPoints) <ul style="list-style-type: none"> <li>○ KYR- Know Your Rights</li> <li>○ Support for Undocumented Youth</li> <li>○ Safe Haven and Sanctuary Cities</li> </ul> </li> <li>• KYR content integrated to P2i curriculum</li> <li>• P2i Parent Specialist trained on content</li> <li>• Developing a Know Your Rights Tool Kit for Parent Leaders Trainer of Trainers (<b>coming soon</b>)</li> <li>• Conducted DACA/Know Your Rights/ workshops for families in Southern and Northern CA at CABE Regionals and Annual Conference</li> <li>• Posted resources for families on Know Your Rights on CABE website</li> <li>• Interim Report submitted April 30<sup>th</sup></li> </ul> <p><b>Website:</b></p> <ul style="list-style-type: none"> <li>• DACA/SAVE HAVEN Immigration resources available at <a href="http://go.cabe.org">go.cabe.org</a></li> <li>• Working on adding additional information and videos about the Parent and Family Engagement Department</li> </ul> <p><b>Project 2INSPIRE Contracts</b></p> <ul style="list-style-type: none"> <li>• Trainer of Trainers with Community Liaisons</li> <li>• P2i <b>new</b> Level 4-Advanced Leadership Training</li> <li>• Continue to expand partnerships in No. Ca</li> </ul> <p><b>Completed I3 grant</b></p> <ul style="list-style-type: none"> <li>• I3 grant 2012-2015 completed.</li> <li>• Annual Performance will be submitted to DC in August</li> </ul> <p><b>NPD Grant Project DELIGHT (Dual Language Leadership Initiative High-Quality Training)</b></p> <ul style="list-style-type: none"> <li>• Submitted first Annual Performance Report DC on May</li> <li>• Project DELIGHT is off to a solid start with a firm foundation for the next four years.</li> <li>• Year 1 has allowed CABE Project DELIGHT to set a strong foundation with partners from both Rialto and Fontana USD district administrators, school site administrators, school staff and families all working towards creating high-quality Dual Immersion programs from elementary to middle school.</li> </ul>

ACTIONS	KEY EVIDENCE
	<ul style="list-style-type: none"> <li>• Provided professional development to district and site administrators, teachers in Dual Immersion (DI) and Structured English Immersion classrooms (SEI), bilingual Instructional Aides, Special Education staff, Instructional Coaches and parents/families at 5 DI sites (4) from Rialto USD and (1) Fontana USD</li> <li>• The professional development topics focused on DI foundations, district leadership training, DI staff, recruitment, DI best practices, DI student assessment monitoring systems, building relationships, and the Community Learning Theory to ensure the curriculum is current and relevant.</li> </ul>
<p>3.1.4 Through CAFE'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>Parents under the i3 grant are conducting parent-to-parent workshops, facilitating conference workshops, actively engaged at school sites.</p> <p style="text-align: center;"><b>Highlights reported in Year 5</b></p> <p>Principals reported the following;</p> <ul style="list-style-type: none"> <li>▪ Parents are <b>more engaged</b> and are <b>more knowledgeable</b> of the educational program for their children and their role in that program.</li> <li>▪ Parents <b>participate in meetings</b> with the principal and are <b>engaged in committees</b> at the school with increased ability to be open to receive and to share their ideas</li> <li>▪ Principals have <b>increased partnerships, better communication</b> with parents and supportive relationships with parents</li> <li>▪ Parents have taken on <b>more leadership roles</b> in school events and learning to share their knowledge</li> </ul> <p>Teachers reported;</p> <ul style="list-style-type: none"> <li>▪ From a total of 245 teacher responses, 87% reported that the <b>parents at their school that are "actively engaged" have a positive impact on student learning</b> and 82% reported that these same <b>parents have a positive impact on school improvement.</b></li> <li>▪ Forty-seven percent of <b>teachers and support staff</b> indicated their <b>relationships with parents increased</b> while an additional 31% indicated that those relationships had increased last year and stayed the same this year.</li> </ul>

**ACTIONS**

**KEY EVIDENCE**

**Progress in meeting achievement objectives for students at the 10 schools** *proficiency levels in language arts and mathematics for 3, 4<sup>th</sup>, and 5<sup>th</sup> grade* **will increase annually by four percentage points in at least six of 10 2INSPIRE schools, as measured by spring 2015 (baseline), spring 2016 and spring 2017 state assessment data.**

<i>Subject</i>	<i>Grade 3</i>	<i>Grade 4</i>	<i>Grade 5</i>
<i>ELA</i>	<i>8 of 10 P2I-i3 schools showed increases ranging from 10 to 26 percentage</i>	<i>6 of 10 P2I-i3 schools showed increases ranging from 5 to 34 percentage points</i>	<i>4 of 10 P2I-i3 schools showed increases ranging from 7 to 19 percentage points.</i>
<i>Math</i>	<i>9 of 10 P2I-i3 schools showed increases ranging from 6 to 28 percentage points.</i>	<i>7 of 10 P2I-i3 schools showed increases ranging from 8 to 28 percentage points.</i>	<i>7 of 10 P2I-i3 schools showed increases ranging from 4 to 19 percentage points.</i>

By the end of the project, the CAFE P2I-i3 Parent Leadership Development Program has,

- **Served 1,124 parents** (unduplicated count) in three districts: 370 at Ontario-Montclair SD, 523 at Santa Ana USD and 231 at Garden Grove USD.
- **Certified 652 parents at the Mastery Level:** 224 at Ontario-Montclair SD, 297 at Santa Ana USD and 131 at Garden Grove USD.
- **Certified 261 parents at the Expert Level:** 94 at Ontario-Montclair SD, 123 at Santa Ana USD and 44 at Garden Grove USD.

ACTIONS	KEY EVIDENCE
<p>3.1.5 Expand the Plaza Comunitaria program across the state.</p>	<p><b>Plaza Comunitaria Participants/Graduates for 2017-18</b>  <b>Total of over 150 participated</b>  <b>90 graduated from primaria, secundaria or preparatoria</b></p> <p><b>Total number of graduates from 2013-2018 --238</b></p> <p><b>Plaza Comunitaria contracts:</b> CNUUSD and Val Verde USD  Satellite Centers: City of Azusa, and Paramount</p> <p>Conducted Plaza Comunitaria Assessments with Mt. Diablo USD and Mt. View USD</p> <p><b>IME Grants Received:</b>  Consulate of San Bernardino in Oct \$1,500 and \$2,000 in May  Total= <b>\$3,500</b>  Consulate of Los Angeles in Oct \$10,000 and \$7,500 in May  Total =<b>\$17,500</b></p>