

Lead Agency Partners

The Community Engagement Initiative (CEI)

Cohort I



CEI UPDATE

CABE BOARD MEETING
JUNE 20, 2020

CEI HISTORY

Students and families organized and advocated for over a decade to get to fair funding and authentic community engagement to inform spending priorities



LACK OF BELIEF THAT THE SYSTEM'S SUCCESS IS CRITICALLY DEPENDENT ON ITS RELATIONSHIPS WITH STUDENTS & FAMILIES



LACK OF BELIEF IN STUDENTS & FAMILIES AS EXPERTS



LACK OF COMMITTED AND CONSISTENT DISTRICT & SCHOOL LEADERS



LACK OF UNDERSTANDING WHAT CONSTITUTES HIGHLY EFFECTIVE STUDENT & FAMILY ENGAGEMENT



LACK OF INCLUSIVITY BASED ON RACE & CULTURE



SYSTEMS/TOOLS ARE NOT MADE TO BE COMMUNITY-FRIENDLY

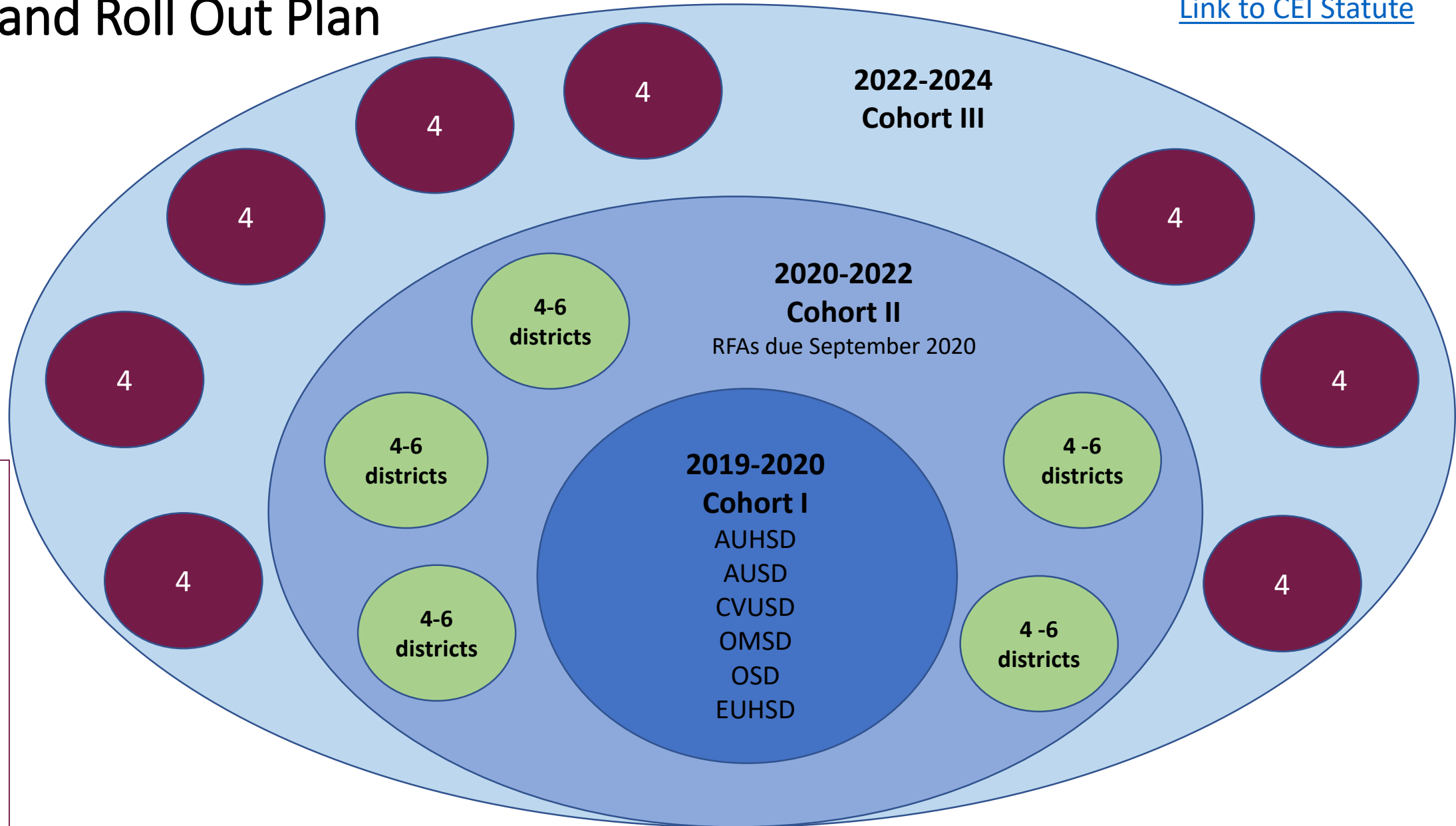
6 Core Root Cause of Ineffective Community Engagement Identified

See Report

[Root Cause Analysis for Student & Family Engagement](#)

Community Engagement Initiative Timeline and Roll Out Plan

[Link to CEI Statute](#)



Cohort I=
1 Network

Cohort II=
5 Networks

Cohort III=
8 Networks
Projected

Statute
Outcomes
for Cohort 1
Year 1

During 2019-202, the Cohort 1 Peer Leading and Learning Network met virtually 5 times and 4 times in person to achieve the Statute Outcomes for Year 1 . Workgroups were formed to reach each outcome.

Deepen

Deepen the community engagement of the school districts and communities participating in the professional learning network.

Define

Define common characteristics and best practices of communities where engagement between communities, pupils, schools, and school districts is strong.

Identify

Identify and test metrics for measuring increases in community engagement.

Develop a protocol

Develop a protocol for facilitating future professional learning networks to help other communities and school districts improve and deepen their interactions.

Develop criteria

Develop criteria for selecting other teams that would benefit from and be successful in improving community engagement.

Create capacity

Create capacity within each team to cofacilitate a future community engagement professional learning network.

What were our initial findings?

Strengths Identified in COHORT 1	Strengths Self-Identified by District Team
Anaheim Union High School District	
Family and community engagement specialists (FACES) develop student and family leadership.	Community Partnerships/Collective Impact: The Anaheim Union Educational Pledge
Azusa Unified School District	
Parent Advisory Committee, known as the “PAC+,” gives families and local stakeholders a strong, institutionalized voice in the Local Control and Accountability Plan (LCAP).	Diversity: Community Liaisons at each site
Cajon Valley Union School District	
Support and engagement of refugee students and their families.	Leadership: Family and Community Engagement Department at the district level with allocated funding and support from the district leadership and school board
East Side Union High School District	
Success focuses on student engagement and student empowerment.	Programs: Engaging diverse groups of stakeholders (i.e. African American students, LCFF subgroup students and their families, students at-large)
Ontario-Montclair School District	
Ability to use community-based organizations to provide true wrap-around services for its students.	Programs: Promise Scholars
Oxnard School District	
Newcomer program and its "No Me Llamas Oaxaquita" resolution helps ensure all students and their families feel welcome at school.	Leadership: District support of parent education and empowerment Project 2 Inspire.

CEI Theory of Action developed this year

Community Engagement Initiative Theory of Action

If state agencies (CDE, SBE, CCEE) and lead agencies (CCEE, Families In Schools, CABE and SBCSS) collaborate to implement the CEI initiative



and if the CEI lead agencies engage district participants in a leading and learning network PLLN that is informed by research and policy and responsive to the racial, cultural, linguistic and experiential assets of the communities...



Implement effective facilitation of a learning network:

- Use deliberate leadership and skilled facilitation within flat power structures
- Focus content of PLLN on ambitious student learning outcomes linked to effective equitable practices, language and cultural assets
- Provide participants mechanisms to observe, try out and refine their CE practice
- Build trusting relationships with other network participants where internal accountability is fostered
- Support dense and frequent knowledge sharing within

Leverage key policies and tools (such as the LCFF and the English Learner Roadmap and other equity focused resources)

Complete deliverables asked by statute

And if participants learn how to facilitate a learning network, build peer-to-peer relationships, and deepen their understanding of community engagement...



Knowledge

- Knowledgeable about community engagement (e.g. Dual capacity, Community Learning Theory, Home, School-Community Connections) and student leadership development frameworks
- Learn about equitable and culturally responsive* CE best practices and knowledge of how to implement those practices

Skills/Practices

- Use a culturally responsive* self-reflection tool to guide continuous improvement in their district teams
- Take risks or innovate at their district and have the flexibility to try out new practices

Mindsets/Attitudes

- See Community Engagement not as a program but a continuous improvement process that speaks to the strengths and needs of a diverse population

Collaborative relationships between participating districts

Then COEs and LEAs across the state will increase their capacity to implement effective, equitable and culturally responsive CE practices...*



County Offices of Education capacity

- Provision of multilingual and multicultural resources and training to support CE
- Structures that support ongoing multiple-way communication between COEs, LEAs and schools
- Creation of networks that enables sharing of practices responsive to racial, multicultural, linguistic, gender, and experiential assets and experiences.

District capacity

- District leadership that prioritizes, supports, funds and appropriately resources CE at the district and school level through the LCAP process
- Mechanism that holds practitioners accountable to implementing culturally responsive* CE inclusive of student, family and educator voices.
- Implementation of practices or programs that build district, school staff and family members' capacity to create authentic partnerships and have difficult conversations regarding community engagement and student achievement.
- Development of strategic partnerships with community-based organizations, colleges and universities and/or public agencies reflective of the rich racial, cultural and linguistic resources in the community.
- Data systems to measure and track effectiveness of CE through culturally responsive* tools and processes.

That will strengthen capacity of families, community members, school, and district staff to have difficult conversations that lead to authentic school community partnerships that influence student success.

School and District outcomes

- Improved culture and climate that values partnerships and students and families' racial and ethnic identities, cultures, languages, and experiences.
- Increased trust between community members, families and school and district staff
- Improved decision-making processes to develop LCAP that values and includes input of community members, families and students
- Changes to policies, practices and programs based on LCAP input

School and district staff outcomes**

- Increase knowledge, practices, and mindsets to create authentic partnerships with family and community members

Family and community member outcomes**

- Increase knowledge, practices, and mindsets related to participation in LCAP decision making
- Increase knowledge, practices, and mindsets to create authentic partnerships with school and district staff

Student outcomes**

- Increased student engagement, connection, confidence, feelings of value
- Increase knowledge and practices related to participation in LCAP decision making
- Improved success in school academically, socially and emotionally.

* By culturally responsive CE practices we mean practices that are reflective of the racial, cultural, and linguistic identities of families and communities.

** See next page for description of the specific knowledge, mindset and practices

RFA Applicants for COHORT 2 to date

- Adelanto Elementary School District
- Chino Valley Unified School District
- Monrovia Unified School District
- Moreno Valley Unified School District
- Pajaro Valley Unified School District
- Panama – Buena Vista School District
- Riverside Unified School District
- Upper Lake Unified School District
- Val Verde Unified School District


Process for Selection of Cohort 2- First Round

Letter of Interest submitted by districts and Zoom interviews scheduled

Representatives from Cohort I will participate in selection process for Cohort II

Districts who applied to the May 6 deadline will be honored for their submission and will be notified by Friday, June 19, 2020 per timeline

Continued recruitment of districts between now and September (RFA posted on websites, email, social media)



Continued
RFA
Outreach
for Cohort II

CEI RFA Timeline Summary

- **February 12, 2020** Request for applications
- **September 28, 2020** All applications must be submitted by 9:00am
- **October 14, 2020** Applicants will be notified if they have been selected to advance to the second round
- **October 21, 2020** Deadline for submission of supplemental materials (for those who have been selected to advance to the second round)
- **October 26, 2020** First potential day for virtual interviews
- **November 6, 2020** Last potential day for virtual interviews
- **November 17, 2020** Applicants will be notified if they have been selected as a District Team for the CEI PLLN Cohort II
- **December 30, 2020** Districts must notify their governing boards that they have been selected
- **January 2021** First meeting of the CEI PLLN Cohort II held from 9:00am to 4:00pm

[Link to RFA on CABE website](#)

Please help spread the word!

Cohort I Districts Shared Promising Practices Post COVID-19



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Strategies in response to COVID-19

FACE staff made initial personal contacts to all families

Shifting in mindset around technology usage, instructional day, academic focus

Creating district level distance learning content for families in multiple languages, that can be adjusted to meet students needs

Holding virtual family engagement workshops and webinars to continue to support leadership development, student learning and family support (Zoom, Google Classroom, etc.)

Holding virtual decision making and commitment meetings

Developing and committing to a clear communication plan, including increased Social Media presence, regular updates to students/families

Ongoing Webinar
Series presented by
Cohort I Districts

Check out the CEI
website for more
information!

CaliforniaEngage.org



THE COMMUNITY ENGAGEMENT INITIATIVE PRESENTS. . .

**Maintaining High Levels of Parent/Family Engagement During
Distance Learning-** Oxnard School District

**Virtually Engaging Stakeholders in Decision Making: COVID-19
Pandemic and Beyond-** Azusa Unified School District

Supporting Families and Communities in Distance Learning-
Anaheim Union High School District

Local Board Policies and Practices to Support Distance Learning-
Cajon Valley Unified School District

Stay tuned for additional webinars coming soon!

