

INFORMATION:

SUBMITTING A PROPOSAL:

Opportunity to Co-author a Book Chapter on:

Weaving the Multilingual Tapestry: How CABE Conferences Create Transformative Spaces Where Families and Educators Lead Together

BACKGROUND INFORMATION:

This is an opportunity for CABE (Dr. Edgar Lampkin & Maria Villa) to collaborate with Dr. Soomin Chao, from CSU Fullerton, to creatively explore a chance to publish a chapter in a book on the topic of “*Fostering Community and Family Partnerships for Sustaining Multilingual Education*,” for a book that Drs. Minhye Son from CSUDH and Jordi Solsona-Puig from CSUSB are co-editing through Velasquez Press, entitled *Teaching Multilingualism in California: Voices and Practices from CSU Bilingual Educators* (tentative).

PROPOSAL NARRATIVE:

Purpose and Goals

This chapter examines the California Association for Bilingual Education (CABE) annual conference's 50-year history as a transformative space where educators, families, and communities co-construct support for multilingualism. The objectives are to: (1) illustrate the evolution of CABE conferences from primarily teacher-based learning communities to multifaceted forums that celebrate linguistic diversity that actively engage broader partnership voices including parent and community partners; (2) highlight key examples of the impact of CABE Conference's justice focused family engagement components; and (3) demonstrate how these conference spaces serve as models for pre-service and in-service teachers to learn collaborative approaches to multilingual education. Central to this analysis will be newly collected participant survey data from the 50th anniversary conference (2025), providing empirical evidence of the conference's effectiveness in fostering these partnerships and supporting multilingual education.

Description of Chapter Context

Drawing on historical conference programs, participant testimonials, and implementation case studies, this chapter will highlight how CABE has consistently created spaces that affirm linguistic diversity as an asset, during both favorable policy periods and challenging political climates that threatened bilingual education. The chapter will showcase how CABE conferences incorporate parent education components that position families not merely as attendees but as presenters, leaders, and knowledge-holders. By documenting the evolution of CABE's approach to family engagement—from the early parent workshops to the comprehensive Project

2INSPIRE program and dedicated parent centers at conferences—this analysis will demonstrate how these annual gatherings reflect and implement the asset-based principles of California's English Learner Roadmap. Special attention will be given to how the conference structure models strategies for pre-service teachers to engage authentically with families and communities, providing tangible examples of how educator preparation programs can integrate these approaches into their curriculum.

Alignment with the Book

This chapter directly addresses Topic 5's focus on fostering community and family partnerships by examining one of California's longest-standing examples of co-constructed educational spaces. The CAFE conference's evolution over five decades offers a unique lens to understand how parent-educator partnerships can weather shifting sociopolitical landscapes while maintaining a commitment to multilingualism as an asset. This analysis aligns with the book's call to document impactful work that prepares teachers, advocates for language equity, and navigates challenges in the field. By focusing on a tangible, recurring space where theory meets practice, this chapter will provide concrete strategies that CSU bilingual educators can apply in preparing pre-service teachers to engage authentically with multilingual communities throughout California.

References

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California Department of Education. (2022). Illustrative example: District policy development. Retrieved from <https://www.cde.ca.gov/sp/el/rm/losangelesusd.asp>

California Department of Education. (2023). English Learner Roadmap principle one. Retrieved from <https://www.cde.ca.gov/sp/ml/rmprincipleone.asp>

Quezada, M. S. (2016). Strengthening relationships with families in the school community: Do school leaders make a difference? *Voices in Urban Education*, 44, 23-32. Retrieved from <https://eric.ed.gov/?id=EJ1111063>

Solsona-Puig, J., Son, M., & Rodriguez-Valls, F. (2024). Assessment of Bilingual Teachers in California. *The CCTE Fall 2024 Research Monograph*, 25.