CAL-MSCS

ASSET MAPPING & ACTION PLANNING WORKSHOP

Session Links



REFLECTION &



ACTION PLAN A

ALIGNMENT & GOAL SETTING



ACTION PLAN B



SEP - OCT, 2023

COE leaders and partners learn about CAL-MSCS via webinars, overview documents, and messaging from local superintendents. 2

NOV 2023- FEB 2024

COE leaders and partners begin initial asset-mapping work and meet with CAL-MSCS leadership teams for coaching (as needed). 6

BY JAN 31, 2024

COE leaders and partners submit Action Plan A and meet with CAL-MSCS leadership teams upon submission. Budgets (through June 30, 2024) aligned to Action Plan A are due.



JAN - JUN 2024

Locally: COE leaders and partners continue to gather information, align and reflect upon assets, and build local implementation teams. Statewide: CAL-MSCS leadership teams provide supportive coaching and programming, informed by Action Plan A submissions.



BY JUN 30, 2024

COE leaders and partners complete and submit Action Plan B and meet with CAL-MSCS leadership teams upon submission. Budgets for the 2024-2025 year are due.

Small Group Discussion 1

1. Introductions ~ 10 min

Take turns introducing yourselves

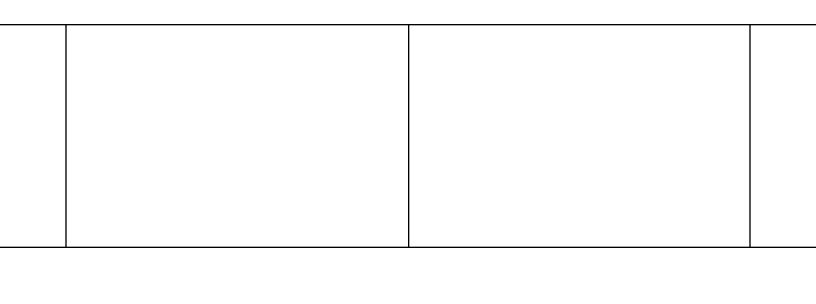
- Name
- Agency/organization
- Role
- What was something that stood out to you in this session so far?

2. Review, Notice, & Capture Wonderings ~ 15 min

- Take some time to review example draft action plans.
- Discuss what you notice and wonder.
- Capture your thinking in your group's column of the table below.



We nation	We notice	Ste Nation	We notice	We notice	We notice	We ration	We notice	Stendice	We nation	We notice	Wendow	We nation	We notice	TRE notice	We rosce
 Natural progression to look at what is happening at the county office. 	Most have a temporary assets (4 days, 1 session, 6 PD sessions) vs. one that is	You don't have to know it all, go with what you do hoov	Buth examples are math focused.	Assets were on temporary timetimes (less than a year), not enduring	The amount and the time of the whole grant.	Appreciated the structure	 Both examples broken into 3 part - assets, developing outreach, determining action 			·					·
By Definition the Who solution balks to be	enduring (Lawerence Half)	Dubblish is a southware last, writing	Mind have temporary assets	What was a need in one county was an	The first year is just coming up with a plan.	 Looking at actions section puts you in mindset of own potential actions 	items lowerd that goal.			l ·			ļ ·		l ·
outside of the office, but focusing on what	 No projects shouldy a conducation—partners. Math. Ct. or Science in the "What" column - ed 	together with your CCEI and you can elaborate once you get to stee 2	 There is a a use of accorpts that many might not be familiar with. 	asset in another.	- no obligation to produce just yet	First stee "what's soin cont?" is died for us.	 Will require a lot of connecting internally and reactions out to learn who our second 	l ·		l ·		•	1.		l ·
The inductual who had experience in all three content areas was able to produce	partners for each content area - Tropics your county/resion are currently working on	THE TOURT STORES, WHEN DO NO NOW.	There seems to be a single voca	 The second example seemed incomplete, was this because it is only 	 Not only COEs are obting at the table. Thank you far our partners. 	to do this independent of the content areas? Or does this have to be	are (e.g., math project etc)	1:	1:	1	1	1:	1:	1 1	1:
more information and the computer science content flowest individual did not	including the content area of focus - e.g., 10, 5, CS or a combination*	who do we know, etc. Stair step building process of thinking and stanning before		focused on one dimension		summarized together across all three context areas?	 Most of the identified assets are very traditional (Mills, evolting agencies) and 	1 '		l .	1 '		1.	1 '	l ·
have as much	Nutricing a difference in between	Implementation		Staffing identified as a need.		Feet the mathematics will get a bigger	not as much community based assets need to do more outreach to find .)	The wonder	We wonder	We wonder.	The wonder	We wonder	Meworder	The wooder	We wonder
 This is a deeper conventation with a target group then filtre out on an individual. 	Professional Learning support and accessing curriculum PPD for program	Postoning is dear in who is leading what		 Appreciate the simplicity of the steps - there seems to be a cohesiveness 		focus or Cit could get a list of buzz. Can we have equal visige through having	One luttifucured on Cit								
Sass.	specifica)	 In this plan, engaging with the LEKs, seemed to be Step 2 	How do we get flow asset to needs There seems to be a part missing.	The "who" seems to be the person tiling out the stan	The worder	separate asset maps first? Science is being left outbefind in schools	Didn't see processes of empathy			l .			1.		
 Assets survey to go out to the community? 		Dependent upon how your COS functions	N. There is way to make the assestneeds.	outheyes	Finding time to collaborate with diverse	It seems the outpoor is to identify needs.	interviews, surveys, meaningful needs inputs from pattners and community								
	We wonder • How are families any other bendunk, how are	Considerations of all different types of	collaborative	We wonder	partners to have thoughtful conversations about assets and case	and then use Sinds to sustain efforts and sethags expand some that have been	assets	·					·		l ·
We wonder	we engaging families? "Family and community engagement information (xx) result expression	"Do Story" assessed to develop these	 How do we know what partners people can reach out to and will there be a time 	Is Each to have someone complete the	Ways to support regional partners	undefunded (warrpiers 1) convering science or other content area leads	 When one area tries to answer for all - they don't ready set it need to set lists of 						·	•	
Being in the Quickstorm are we really Sociated on Professional teaming? Is if	(by leaking on the website). We need to do more investigation here to understand from	systems to enhance the goals of the work	for people to ask questions on who they can connect to.	asset mapping that only has experience with one area of floor?	COEs making asset maps, CoPs making	networks/COPs and top into community partners 2: professional learning for	input and not by to do this in isolation								
who we are connected to? Or other PLs	parents and the community about what's going	Establishing a pace which feels combrable white still progressing		Do county offices have more than 1 action.	asset maps we may have a number of asset maps it will be a fun challenge to	schools that earl to get STEM support, 3)									
happening in the county? Clarifying Question: Differentiation	Was sealing because the avoided by a			posit	organize	county science fair to move to STEM, 41 graw YGDWin program)	Was Einterdood to give the example of								
between partientlip - within the county		the wonder		 Is this what gets turned in by January? Any other documents? 		We wonder	the CR only - does that mean that there								
office or explicitly authide of the county office.	leader residency there who might provide info on mentaring and PL for mentar leadings and	If I were in an organization where I was the		What does the scope of initial partner		What size organization is this example from?	does not necessarily need to be collaboration? What is the message?								
Who should be at the table to have this initial Quipatorn?	ways in which they are providing PC for residents"	only person for CS or Science, would I reach out to someone vise right out the		outreach need to be? How wide is the outreach?		Who is giving impact or getting these	 What happened to the expectations to address all the subject areas? 								
The amount of time to com	Whish LEAs are not getting access? Also, how self are consider the specific needs of families.	gate rather than waiting for step 27		How are offices completing their needs		example door? Individuals? Marrie? Outside insul 1so?	Is a second that we address at 2 and do								
	and subsoits that are experiencing discussionered?	 More effective as a group or have our own asset mapping then come together to 		The reeds are temporary how do we		Where does input from people we are not.	we need to do so equally?								
	our district that support family engagement. Will choose our largest and smallest district to	оните а дохо авме тар		build upon that so that the relationships		working with 10 in 7	Who is this fo? Instructional minutes only Can we go publish the instructional								
	get a range of different inputs."	 How do we togethoutly come together to map all the assets that we have? 		Make detailed and in depth do the answers need to be? In this example an india;		 What are we tooking at? Are we tooking at an asset mas? Or an action stan for your 	time? Who are the community Gased, faith-based other partners to connect with?								
	 Wondering how many sites are requesting support with CR integration - especially at 	Who are the significant community based.		phase?		goals?	Patremovill felt-tased equipment								
	the elementary level - many-districts continue to focus on math and ELA? How	partners that will support your team in these areas?		Will Science and CS: Nave to take a backwar to MAR?		 Is this mapping our assets as a COS or the assets we see in the distributions we 	and other family advocacy groups (who have small power and influence) would								
4	do we also bring science to the Sible?	How many of all the outside agencies and		What is the rate before the asset map and		support?	wart to work together will be important?	I	1	I	1		I	1	
4	CAXSPP could exist the CS dandards in	partnerships are temporary versus						1	1	I			I	1	



Small Group Discussion 2

Sharing Reflections & Capturing Questions ~ 12 minutes

Share some of your reflecting with your colleagues

- What might this (action planning) look like for your context?
- Who might you need to engage with at the outset?
- What will you need to engage with others effectively?

What questions do you have now? Capture these below.

- Is this what gets turned in by January? Any other documents? (Related question EXACTLY what is due in January?)
 - Action Plan A 4 parts. This a process that will have subsequent parts of action planning.
 - Budget template to be shared in Oct
 - There will be county-specific templates shared in the next few days via Google. Your folder will have resources with live documents for collaboration.
- Do county offices have more than 1 action plan?
 √+1
 - One plan with partners listed, submitted by a fiscal agent (one COE).
 - 1 plan for now; a new part due in June.
- Who is evaluating and approving the asset map? Is it the same group/person evaluating and approving? + 1

- This isn't about approval we're here for feedback and critical partnership; we'll provide support.
- Who is giving input/completing this? Individuals? teams? Outside input too? +1
 - Yes! It is what you want to make it. The idea is to foster collaboration and new strategies. How
 you organize is up to you.
- Is it expected that we address all 3 and do we need to do so equally?
 - Yes, MSCS should be all addressed. How and to what degrees is determined locally; could also be a phased approach.
 - Ultimately, there will need to be prioritization. What would you do first? Where would you do it first? Think about how things can connect. Be generative, but there will be a downstream reality.
- Is the budgeted amount to be divided equally into each discipline: math, science and computer science?+1
 - It does not have to be divided equally. You can leverage other funding sources and find
 efficient ways to use your funding. Maybe you'll want to build capacity in local implementation
 teams first.
- Will the asset maps/action plan be shared with other COEs to share ideas that others could leverage?
 - We have an aspiration to learn from each other and share.
- Curious if one content area will dominate the others...
 - The intent is not to have that happen, but there may be priorities in the field. It is an empirical question.
- Do we have to collaborate? How is that going to work?
 - Not across COEs. But yes, with partners and within your COE.
- Is it ok to have someone complete the asset mapping that only has experience with one area of focus?
 - You might start with one area of focus and what they know. But step 2 should be about getting
 information about the other areas.
- How do we know what partners people can reach out to and will there be a time for people to ask questions on who they can connect to.
 - Your partners are folks you may already be working with. You may find out about other partners as you talk to colleagues.
- Can/should/must funds be divided equally among the three content areas?
 - Not one single model.

- What does this look like for each COE?
- Where do we see collaboration happening that we can leverage to get closer to our students in our rural communities?
- What ideas can we share and leverage PLNs that are established already in the county, consider bringing in ed partners to strengthen and support our teams that are implementing locally.
- How will we leverage families' voices in this work what about ed partners in our community like arts councils, STEM councils, and Economic Resource Councils that are pre-existing in our community?
- What are allowed expenses? ✓ Food is not allowed. What if we connect it to CASEL core competencies can we expense food ♥ No, so sorry. CDE has a hard line of no food. Note to make: Professional Learning .. always involves food. ♥ Definitely agree, and CDE is working on that for the future...
- What are some agreements we can come to in order to do this work effectively, equitably, and fairly?
- What is effective PL and what does it look like in all three content areas? This initial meeting as team would be beneficial to establish norms in delivery of content.
- What are the deliverables for participating COEs? What are the expectations for reporting out?
- What happens after the first version of the asset mapping is turned in? Will it be evaluated? Will
 county offices of ed receive feedback or an evaluation?
- Is there outside support for COEs that do not have Science or CS Coordinators to help their team?
- This process of asset mapping is a great opportunity for community building! How do we put people at the center of this process.
- Can \$\$ be used to build capacity of our team of PL providers here at COE (i.e. how to provide highly effective PL, etc)✓
- As we are doing the asset mapping, are we limited to the three content areas? For example, there is great work with Trauma-Informed instructional practices and SEL practices - which we know this impacts all areas.
- When will the money arrive? Will it be broken up over the length of the project?
- I'm seeing that there are office hours as a follow-up. Is this something we should coordinate with our COE team?
- What data could be collected for Science/Computer Science to show needs in these areas? (Math has dashboard data, etc but science/CS does not have this data yet)

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Office Hour Information

Office Hours Registration

Office Hours Flier

Session Feedback

Feedback Link

Contact Information & Session Slides

Session slides

CAL-MSCS Landing Page

Fiscal & Science Lead — Megan Smith @SJCOE

Mathematics Lead — <u>Lauren Aranguren</u> @SBCEO

Computer Science Lead — Rod Garcia @MCOE

Multidisciplinary Lead- Shari Dickstein-Staub @ SJCOE

Asset Mapping Support — Rebecca Perry @WestEd