CABE's COMPASS

A Strategic Plan for Creating the Roadmap for English Learner Success

2013 - 2018

Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.

Paulo Freire

You do not become a 'dissident' just because you decide one day to take up this most unusual career. You are thrown into it by your personal sense of responsibility, combined with a complex set of external circumstances. You are cast out of the existing structures and placed in a position of conflict with them. It begins as an attempt to do your work well, and ends with being branded an enemy of society.

Vaclav Havel

June 2013

Dear Colleagues:

This is a remarkable moment in CABE history. No longer a novice organization, we can rely on a long history of advocacy, professionalism, and struggle for social justice and equity. Now, we have an unprecedented opportunity to reposition ourselves as the go-to experts in English Learner education. This strategic plan introduces the CABE COMPASS FOR SUCCESS. Through the COMPASS, our new leadership strategy for dramatically improving educational outcomes for English Learners, we intend to make true a visionary future for our organization and a powerful vision of English Learner success, which forms one of the CABE Essentials.

In order to achieve our focused vision for the future and outcomes and the Board's new goals as effectively as possible, we need to ensure that all of our other organizational functions and decision-making are aligned to optimally support this educational outcome. This COMPASS is the vehicle that will allow us to operationalize that intent of achieving a sustainable system of high performing 21st century schools and districts for all California English Learners.

We have taken a clear stand: Our vision for English Learner success and our leadership strategy will be the drivers of our decision-making and improvement efforts. The CABE COMPASS is our educational solvency plan, which we will use in concert with our fiscal solvency plan to enact our organizational values, priorities, and initiatives. The CABE COMPASS represents an explicit investment in values-driven, principles-based school reform for English Learner success.

Our COMPASS FOR SUCCESS establishes four cardinal points of action: Envisioning Success, Designing for Success, Engaging Our Community for Success, and Accountability for Success. As part of this moral imperative and guided by a commitment to equity, high expectations, and accountability, we resolve to provide a safe and healthy learning environment for our children and youth, prepare all English Learners to be college, career, and 21st century ready, ensure English Learner achievement drives our decision-making, and create an environment that promotes an actively engaged and supportive community.

We are eager to move from mere words to concerted action and look forward to inspiring our members and partners to join us in this worthy endeavor.

Respectfully,
Francisca Sánchez
CABE President

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In September 2012, the CABE Board met to reflect on the past year and explore implications and opportunities for the coming year. As part of this meeting, the Board considered the development of a new strategic plan organized around the metaphor of a compass. This was an opportunity for the Board to build better understanding of CABE's vision, values, principles, priorities, and initiatives and the Board's role in widely supporting and communicating these, as well as to develop and build consensus on the common elements of the CABE COMPASS.

Integral to this process was a recognition that we are entering a new era in California education. Common core standards, new ELD standards, and new assessments, with their focus on higher order thinking, are fast approaching. Districts and schools are struggling more than ever with how to educate English Learners. The 21st century brings with it increasingly diverse, complex, and global requirements. And CABE has new executive and board leadership. Together, these forces bring us a unique opportunity to rethink CABE's core identity and mission and to reposition CABE as the premier source for expertise on English Learner education in a 21st century context.

During the meeting, the Board explored a bold and innovative vision for CABE's future. The Board spent some time brainstorming and organizing the work and actions needed to successfully implement the four cardinal points of the proposed CABE COMPASS. Board members worked in groups to create a workshop board for each of the four COMPASS cardinal points, and then in groups, created a claims or goal statement for each category of work on the workshop boards. These claims statements were then used to develop first drafts of action plans.

In developing these draft plans, the Board considered the actions necessary to make each claims statement true, then specified the steps to be carried out for each action, when the action needed to be completed, who should have primary responsibility for ensuring the action was carried out, what resources would be needed to get the work done, and the evidence we would accept that the action had been successfully completed and to the level of quality we desired.

The September meeting created a "space" for the Board to "try on" some of these ideas. Over the remainder of the year, the Board has continued to reflect on the notion of a CABE COMPASS, determining how well new ideas and proposals fit, what current work and initiatives need to be nurtured and safe-guarded, what needs to be tailored and customized, and how to showcase CABE's new priorities.

Between September and February, the draft action plans were then refined and reviewed by CABE staff and the executive team and finalized for the Board's review and approval in February when the Board received a summary page outlining all of their claims statements, and the actions that went along with each claims statement.

At the April meeting, the Board reviewed and approved the actual action plans that included more details. In June, the Board adopted the COMPASS as CABE's new strategic plan. The final document, which follows on these pages, includes a narrative and the action plans, and incorporates current work that supports the COMPASS.

Our Current State

Our civilization, so addicted to knowledge, has fled from wisdom. Knowledge is very, very powerful. If it is not tempered and contoured by greater visions, like justice, compassion, beauty, grace and thinking of the next generation and seven generations to come -- then indeed, it is dangerous. Unfortunately, many of our educational systems in the West are still very dangerous places.

Matthew Fox

The California Association for Bilingual Education is a non-profit professional development and advocacy organization incorporated in 1976 to promote bilingual education and quality educational experiences for all students in California. CABE has 5,000 members with over 60 chapters/affiliates, all working to promote equity and student achievement for students with diverse cultural, racial, and linguistic backgrounds. CABE recognizes and honors the fact that we live in a rich multicultural, global society and that respect for diversity makes us a stronger state and nation.

We firmly believe that using children's home language and supporting their acquisition of English accelerates and sustains their academic progress while ensuring that English Learners attain high standards as they prepare to be 21st century citizens. As an organization, we support ongoing research, planning, and learning to guide our social movement for equitable instructional programs and practices. We work with other partners to influence policy and program development through the advocacy and legislative process.

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Elizabeth Jiménez, *Professional Development Services - Consultant*

Our Affiliates

2-Way CABE: An organization dedicated to advocating for and assisting with the planning and implementation of quality K-12 two-way bilingual immersion programs that provide all students the opportunity to become fully bilingual.

CAPBE: *California Association of Parents for Bilingual Education.* This affiliate works to inform parents on educational programs and practices that benefit their children academically.

CABTE: *California Association of Bilingual Teacher Educators.* This is a newly formed affiliate whose members, professors at universities across the state, prepare bilingual teachers to work with diverse background students, especially English Learners.

CASBE: *California Association of Secondary Bilingual Education.* This affiliate works to improve educational attainment of secondary English Learners who come to our schools with little or no educational backgrounds in their home countries as well as those that have a solid educational foundation, but lack the English skills to fully participate in the educational program.

CABE is a non-profit organization that is directed by a 14-member board of directors. With 15 full time staff and four part time staff, the organization is small in size yet big on outreach and impact. CABE members represent teachers, administrators, parents, and community members throughout the state. Membership in CABE provides benefits such as access to scholarships, discounted rates on conferences and materials, access to publications and research, and membership in a united and connected learning community of professionals and community members. CABE's membership is divided between five regions in the state of California, and members may also select to be members of one of four CABE Affiliates—(2Way CABE, CABTE, CASBE and CAPBE).

An essential aspect of CABE's assets includes the large network of English Learner experts represented by CABE's membership and partners. From internationally renown researchers, to nationally recognized practitioners and dedicated local advocates, these experts are a valuable resource in our journey to creating the conditions for English Learner success in our schools and communities. Through its professional development services, CABE has proven itself as a leader in English Learners education. Its professional development program includes 9 regional conferences, an annual statewide conference designed for educators, parents, and other community members, and direct services and consulting with schools and districts.

CABE also continues to demonstrate consistent leadership in sponsoring and supporting a wide range of English Learner-focused publications to support teachers, administrators, and policy makers. These publications include a quarterly journal, professional books on pedagogy, practice, and research, position papers, reports, legislative analyses, and other such documents.

Through its Project 2INSPIRE, CABE also provides high quality education, resources, and professional and leadership development to parents with an emphasis on outreach and services to parents of most disadvantaged students, including parents of low income, minority, and limited English proficient students.

Finally, a huge asset for CABE is its relationships and partnerships, and this new strategic plan relies heavily on expanding and strengthening these, which become essential in helping CABE achieve its vision and goals. CABE's community connections and partnerships are key to ensuring its success, now and certainly in the future.

Our Assets

CABE's current partnerships include relationships and connections with:
- National Council of La Raza (NCLR)
- Parent/Teacher Association (PTA)
- California Teachers' Association (CTA)
- Computer Using Educators (CUE)
- California Latino School Board Association (CLSBA)
- California Department of Education (CDE)
- Confucius Institute
- Center for Equity for English Learners (CEEL)
- Californians Together
- Alliance for a Better Community (ABC)
- Families First

CABE has longstanding partnerships with many county offices of education, and through grant programs, with foundations such as JP Morgan Chase, Sobrato, and the California Community Foundation.

CABE seeks strong partnerships with state and federal government offices, professional organizations such as the California County Superintendents Educational Services Association (CCSESA), the Association of California School Administrators (ACSA), and the Association of Curriculum & Staff Development (ACSD), as well as with colleges and universities and their schools of education, and with the large growing number of non-profit organizations that focus on English Learners and other culturally and linguistically diverse communities.

CABE has a rich history and legacy in being the leader in advocacy and professional development for educators of English Learners for over 38 years. Continually challenged to meet the current needs of our students and educational community, CABE has the opportunity to provide strong support and pathways to ensure success in the 21st Century. Through the annual and regional conference structure, CABE has reached literally tens of thousands of educators each year. CABE has recently expanded its range of services (and revenue sources) to include a dynamic parent leadership and training program called Project 2INSPIRE, which was born out of the work established through its Parent Information Resource Center (PIRC) grants. Project 2INSPIRE continues to grow and serve our community through contract services to districts and schools as well as via a recently obtained i3 grant which permits CABE to conduct a five-year research study on the impact of parent leadership and engagement on student academic growth.

CABE has also recently launched CABE PDS (Professional Development Services), which has the goal of providing direct services to administrators, teachers, publishers, and other educators through direct training, coaching, and consulting. With the growing needs of our students, families, and educational professionals, CABE strives to maintain relevant, inspiring, and impactful services and professional development.

All of this positions CABE to become the go-to professional organization on English Learner education, especially given the current context where districts struggle to educate English Learners well in an increasingly demanding academic and societal context. CABE has the opportunity to dramatically extend its sphere of influence and impact and to develop a suite of services that schools, districts, and communities desperately need in order to accomplish what is being asked of them in this new 21st century, common core-focused context.

Being able to respond powerfully to this opportunity requires that CABE engage in strategic development efforts to expand and deepen its own capacity. This is the aim of the new strategic plan.

Our Challenges

As a non-profit organization, CABE faces the challenge of resources, sufficient revenue sources, adequate number of staff, and regular access to its membership, which is spread throughout the state. As part of the California educational community, CABE faces similar reduced budgets while attempting to do more work more effectively with diminishing resources. While once a very strong conference provider, CABE has seen its attendance drop from a peak of 10,000 in 1997 to approximately 3,500 in this past year (2013).

CABE is challenged to identify ways to serve the educational community who serves ELs through other means and programs. The needs of our English Learners and their families, and the educators who serve them, are huge and often overwhelming. In such a context, everything is a priority, and it often becomes challenging to work from an assets orientation and focus at least as much on the strengths of our students, educators, and community.

CABE's board is a volunteer board. Most board members are full-time employees of other organizations, and so their service to CABE often impinges on family and personal time. CABE staff and board members tend to work long and hard hours, which may reap benefit for the organization, but also impacts personal and family time and health, which ultimately can have a negative impact on organizational success. CABE needs to maintain a focus of balance, effective systems, and team collaboration to remain strong and viable.

Given the new direction represented by this strategic plan, CABE will also need to access a variety of information resources, such as:
- Surveys/needs assessments of professional development needs;
- Current trends in curriculum and assessments;
- Student data, particularly for ELs and students involved in biliteracy programs;
- Up to date marketing and business trends in the non-profit educational sector;
- School budget information;
- Up to date state and national legislative trends and priorities;
- Key global research on language, multiculturalism, arts innovations, technology integration, and 21st century learning;
- Student voice and perspective.

It will be a challenge to identify the necessary strategies for accessing these information sets and establishing systems to ensure CABE's work is guided by what can be learned from the new data.

Our CABE Essentials

Every time you stop a school, you will have to build a jail.
What you gain at one end you lose at the other.
It's like feeding a dog on his own tail.
It won't fatten the dog.

Mark Twain

We believe that English Learner policy should begin with values that are formed into a vision of how our schools should be and with principles that explain how our values get enacted. Data and research then inform the action and plans to carry out the policy. That is a key role that CABE intends to play--- to enact a values-driven principles-based reform agenda for English Learner success.

CABE relies on five key values to guide our English Learner reform agenda. These values represent our first Essential:

(1) A SUPPORT AND SERVICE ORIENTATION, where the highest priority of CABE's leaders is to encourage, support, and enable everyone – staff, members, students, community -- to unfold their full potential and abilities.

(2) RECIPROCAL ACCOUNTABILITY, that is a covenant between CABE and the organizations, English Learners, and families it serves. It's a promise, and "keeping our promises" (being accountable) means stating our said commitments and following through with those commitments. In this sense, accountability is a shared and reciprocal process.

(3) ASSETS-BASED APPROACHES THAT ARE CULTURALLY AND LINGUISTICALLY RESPONSIVE and that facilitate and support the achievement of all students. Rather than starting from a base of deficits, we work diligently to uncover and make visible the strengths that students and their families bring into the classroom and the school community.

(4) EQUITY means having a deep understanding of the communities we serve, so we may better personalize our work for English Learners, families, schools, and districts. Equity also means redistributing resources towards students and schools traditionally underserved by school systems.

(5) LINGUISTIC HUMAN RIGHTS is at the heart of our core values. It integrates a transformative set of commitments regarding language learning, including asserting the legitimacy of students' native languages and dialects, protecting rights to language, and systemically using students' languages, cultures, experiences, and skills.

Without a powerful vision and a clear mission, organizations can go astray and lose their way. Our vision and mission represent CABE's second essential and paint the picture of our destination.

Our Vision

Biliteracy, educational equity, and 21st century success for all.

Our Mission

To support this central vision of biliteracy, educational equity, and 21st century success for all students, we will implement priorities, initiatives, and services designed to dramatically increase California's capacity to create 21st century learning environments of high intellectual performance for all English Learners and to graduate all English Learners college, career, and 21st century ready and prepared to live their lives to their full potential.

As the premier organization focused on the education of California's English Learners, we will judge ourselves as successful to the degree that we assist our districts, schools, and communities in achieving this 21st century vision of student success for every group of English Learners they serve.

A good theory of action helps ensure an accurate translation of intentions into actions that yield the desired results so that there is a tight match between our intentions, our actions, and our results. CABE's theory of action, the third CABE Essential, states that:

IF WE COMMIT TO A VISION OF ENGLISH LEARNER SUCCESS that has at its center engaged and achieving English Learners prepared for college, career, and 21st century success . . .

AND IF WE ARE RELENTLESS IN CLARIFYING AND SUPPORTING CLASSROOM LEADERSHIP focused on improving the quality of classroom instruction and interactions for English Learners . . .

AND IF WE BUILD AND SUPPORT SCHOOL LEADERSHIP that provides instructional clarity and coherence for English Learners through effective principals, leaders, and teachers, caring staff, and engaged families and community . . .

AND IF WE ORGANIZE DISTRICT LEADERSHIP around our core values and instructional priorities to most effectively provide the resources, support, and accountability our schools need to do what we are asking them to do for English Learners . . .

THEN WE WILL BECOME A STATE OF HIGHLY EFFECTIVE AND EQUITABLE DISTRICTS AND SCHOOLS that fully engage all English Learners to succeed in school and beyond.

To support its vision of English Learner success, and forming its fourth Essential, CABE proposes a set of values-driven operational or design principles as well as a set of research-informed core programmatic principles. These principles will serve as guidelines for CABE's work with districts, schools, communities, and partner organizations.

Design Principles
CABE's design or operational principles define how we design and implement our priorities and initiatives, how we make decisions, and how we deal with negative patterns of thinking and doing that surface as barriers and obstacles.

Student-Centric Orientation
Every action we take is driven by our mission to serve English Learners. At every level and in every instance, our decisions are based on the expectation that they will move us closer to our vision of English Learner success.

Transparency
The stakeholders most impacted by decisions (including students and families) are involved from the beginning. We are ultimately accountable to them.

Alignment
Resource allocations (people, time, and money) reflect the goals and priorities of our work.

Service
The boundaries we set liberate rather than suffocate. Our decisions about our systems and structures make it easier rather than harder for people to get work done. Our procedures and protocols use the fewest and most-connected steps necessary to achieve their purpose.

Empowerment
We are empowered to use own best judgment. We are authorized to act independently in the best interests of our clients, as guided by our values, vision/mission, and theory of action.

Risk-Taking
Learning requires taking risks. Mistakes are inevitable, but if we are focused and engaged, we can identify and avoid them in the future. As leaders, we are expected to show up and participate.

Big Picture
This transformational work is about systemic change and alignment, not incremental tweaking.

Continuous Improvement
We must be active learners even as we seek to educate. We will adjust our strategies and tactics as new data become available, constantly learning from our mistakes.

Core Programmatic Principles
Distilled from the research on effective approaches for high intellectual performance for English Learner populations, school change and reform, and systems change, we also propose a set of core principles as essential foundations for school reform that results in sustainable English Learner success, as defined in our vision of student success.

Rich & Affirming Learning Environments
Create a safe, affirming, and enriched environment for participatory and inclusive learning for every group of English Learners.

Empowering Pedagogy
Use culturally and linguistically responsive pedagogy that maximizes learning, actively accesses and develops student voice, and provides opportunities for leadership for every group of English Learners.

Challenging & Relevant Curriculum
Engage every group of English Learners in well-articulated and age-appropriate curriculum that purposefully builds a full range of language, literacy, and communication skills, including minimally, bilingualism, biliteracy, and multiculturalism. This curriculum is cognitively complex, coherent, relevant, and challenging, and by design, develops technological fluency and the critical/creative capacities in every English Learner.

High Quality Instructional Resources
Provide and utilize a broad array of high quality standards-aligned instructional resources in the home language and in English that provide each group of English Learners with equitable access to core curriculum and academic language in the classroom, school, and community.

Valid & Comprehensive Assessment

Build and implement valid and comprehensive assessment systems designed to promote reflective practice and data-informed planning in order to improve academic, linguistic, and sociocultural outcomes for each specific group of English Learners.

High Quality Professional Preparation & Support

Provide coherent, comprehensive, and ongoing professional preparation and support programs based on well-defined standards of practice for English Learners. These programs are designed to create professional learning communities of administrators, teachers, and other staff to implement a powerful vision of excellent teaching for each group of English Learners.

Powerful 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 each specific group of English Learners.

Advocacy-Oriented Administrative/Leadership Systems

Provide advocacy-oriented administration and leadership that institute system-wide mechanisms to focus all stakeholders on the diverse needs and assets of each specific group of English Learners. These administrative and leadership systems structure, organize, coordinate, and integrate programs and services to respond systemically to the needs and strengths of each group of English Learners.

CABE's strategic goals are our fifth Essential:

- Dramatically improve English Learner engagement and achievement.
- Create and sustain 21st century learning environments of high intellectual performance across the curriculum and in all areas needed for 21st century success for English Learners, including the development of high levels of multilingual competency.
- Provide strategic direction and support to district administrators, principals, teachers, and sites focused on improving the quality of classroom instruction and interaction in every classroom in every school in California, on behalf of English Learners and their families.
- Create and support safe, affirming, and enriched school environments for participatory, restorative, and inclusive learning and interaction for English Learners.
- Engage English Learner families and communities in powerful learning and collaboration.

CABE's final Essential, our Instructional Priorities, is reflected in two key questions:

1. How do we create and sustain 21st century learning environments of high intellectual performance for English Learners? This question requires that we understand and operationalize three embedded concepts:
   - What do we mean by "learning environments"?
   - What do we mean by "21st century" learning?
   - What do we mean by "high intellectual performance"?

Additional detail describing what we mean by these three concepts in the context of English Learner education is provided on pages 26-29 of this document   .

2. In English Learner contexts, how do we make learning (and the teaching that leads to powerful learning) public and visible to our entire California community? We know that currently teaching and learning are basically private enterprises that happen inside students' heads and behind the closed doors of the classroom. When we have schools where the closed doors of our classrooms are thrown open and the silenced voices of our English Learners are joyful testimonies of their continuous learning, then we will have started our journey to making learning visible. The end of that journey is a space where English Learners, teachers, administrators, staff, and parents:
   - Know what powerful teaching and learning looks like and see it exhibited regularly in and out of school.
   - Know what to do to produce consistently high quality learning results.
   - Hold each other responsible for high quality teaching and learning.
   - Expect that work is not done until it meets publicly agreed-upon standards of quality.
   - Work together to create environments of high intellectual performance throughout the school and community.

Learning Environments

By learning environments we mean culturally and linguistically responsive learning spaces in our classrooms, our schools, and our community where every English Learner is considered high status and that positively develop and affirm each English Learner's cultural/linguistic identity and self-esteem, self-motivation and learner autonomy, and social skills and competency. In these spaces, we intentionally plan and structure instruction and interactions to develop a sense of community, self-determination, trust, and democracy.

In these learning environments, we establish strong relationships with English Learners by being personable, caring, trustworthy, and having an interest and understanding of the lives of our students. We show respect for English Learners' experiences, languages, and cultures by honoring their voice and creating environments where student voice permeates the classroom instruction, and decisions for instruction are based on English Learner needs. We communicate responsibility by creating safe learning environments, modeling high expectations for learning, connecting instruction with English Learners' learning needs and making a link with their prior knowledge, providing multiple ways in which English Learners can learn and demonstrate knowledge, and clearly articulating the curriculum's "usefulness" for today and the future. We use English Learners' lives outside the classroom as a means of engaging them more deeply in learning that has strong relevance for them. In particular, we find ways to help our English Learners see future possibilities for people who look and sound like them, who come from similar backgrounds and experiences.

21st Century Learning

1. *Academic Preparation*
   21st century academic preparation differs from the traditional academics. Instead, it focuses on a full curriculum that includes all the different disciplines, including the arts. English Learners need opportunities to show what they've learned through advanced-level applications of their knowledge. And very importantly, they need to learn HOW to learn because the truth is most of the actual content they get in school will be obsolete by the time they finish college.

2. *College and Career Readiness*
   Being college and career ready means that English Learners have real choices and options – to go to university or not, to pursue this career or that, not because of their zip code or the

language they speak but because we prepared them for that. And whether they enter the university or the workforce when they graduate, they will have the cognitive and metacognitive tools to think critically and creatively and to keep on learning throughout their lives.

3. *Mastery of Advanced Literacies and 3M Skills (Multimedia, Multilingual, and Multicultural)*
   In today's world, being bilingually proficient at near native-speaker like levels is the barest minimum. Other countries are routinely preparing their young people as high level multilinguals --- all of whom can speak English at professional and technical levels –, and when the whole world knows English, knowing ONLY English is no longer a competitive advantage. Our English Learners will be required to interact positively with people from all cultures and walks of life. They'll need to be multiculturally competent. And they'll need to be able to learn, create, and use multiple media, technologies, and literacies at high levels of competency.

4. *Innovation, Creativity, and Solution Seeking Competencies*
   Our English Learners' success will depend in significant part on having the discipline, skill, and daring to be innovators and creators, to seek and find solutions to problems that haven't even been invented yet. The arts provide the space to acquire these skills, capacities, and dispositions in a coherent, comprehensive, and disciplined way that is difficult to imagine other disciplines being able to do. Integrating rigorous arts instruction with other disciplines is vital: we know, for example, that innovation has always happened at the intersection of disciplines.

5. *Social, Civic, and Environmental Responsibility*
   English Learners also need to be prepared to apply their classroom learning to real world social, civic, and environmental issues which are extremely complex and challenging. They will be the ones making the decisions that determine our quality of life, and in a global world, decisions made in one part of the world will have impact across the world.

6. *Technological Fluency*
   Technological fluency is often what comes to mind when we talk about 21st century preparedness. But this area isn't just about using tools --- it's about a new way of conceptualizing communication, interaction, integration, and intelligence.

7. *Strength of Body, Mind, and Character*

   Living in a global village requires that every member develop the strength of body, mind, and character to contribute in positive ways to a healthy community. And we know from a body of emerging research the impact of healthy bodies on powerful minds.

High Intellectual Performance

High Intellectual Performance is an overarching concept that encompasses seven essential pedagogical practices. We support high intellectual performance when we deploy these pedagogical practices, which we intend to support as core CABE practices that should be in evidence in every classroom in California where English Learners are present:

1. *Identify and build on student strengths.*

   Identifying and building on student strengths means acknowledging that English Learners don't come to us as blank slates or as an accumulation of deficiencies. They know things, they've had experiences, they have cultures and languages --- all of these are powerful assets that we should build on. We need to acknowledge these assets and show students that we believe in them and in their intellectual and academic capacity.

2. *Establish powerful relationships that nurture success.*

   Establishing powerful relationships that nurture success requires that teachers know their English Learners and their communities and that English Learners see them as their advocates and supporters. Students will look for teacher behaviors that they see as evidence that the teacher respects them. We know that relationships are everything. And we know that many students will refuse to learn from teachers who they don't believe care about them or have their best interests at heart.

3. *Elicit high intellectual performance.*

   Teachers can elicit high intellectual behavior by making sure the curriculum is well-articulated, relevant, and rich. They intentionally invite English Learners into cognitively complex work and inquiries in ways that allow students' curiosities to be engaged and for students to experience a series of connected successes. They take advantage of what we know about how the brain works best to structure brain-compatible experiences for their students. Most

importantly, they carefully plan activities that prime or prepare English Learners for cognitively demanding work, they use processes that allow English Learners to engage in meaningful ways with the content, and they organize activities designed to help English Learners retain and retrieve what they learn.

4. *Engage students actively in the learning.*
   We can engage English Learners actively in the learning process by focusing their attention on challenging thinking and requiring that English Learners use oral and written language to communicate and concretize their thinking. We can connect the learning to English Learners' real lives and engage them in creating authentic products that add value to the students, their families, their schools, and their communities.

5. *Create environments of enrichment not remediation.*
   The research is clear on the power of creating environments of enrichment rather than remediation, which teachers can do by treating English Learners as gifted and organizing learning experiences that allow them to behave and produce as gifted students.

6. *Situate learning in the lives of students.*
   Critical to high intellectual performance is situating learning in the lives of English Learners by using culturally and linguistically responsive strategies that validate English Learners as knowers and that use English Learners' lives, experiences, and current knowledge as the starting point for learning. When teachers do this, they communicate to English Learners that their experiences count, that who they are counts.

7. *Address the prerequisites for learning.*
   Finally, we need to address the prerequisites for learning by making sure that English Learners have what they need to be successful learners and students. This includes the resources we provide to English Learners, as well as explicitly teaching to bridge gaps in English Learners' academic and linguistic preparation. It means working with families in ways that expand their capacity to contribute to their children's school success.

Pedagogical Practices Adapted from Yvette Jackson, Pedagogy of Confidence

COMPASS
for Success

The knowledge and skills to educate all children already exist. Because we have lived in a historically oppressive society, educational issues tend to be framed as technical issues, which denies their political origin and meaning... There are no pedagogical barriers to teaching and learning when willing people are prepared and made available to children. If we embrace a will to excellence, we can deeply restructure education in ways that will enable teachers to release the full potential of all our children.

Asa G. Hilliard
The Maroon Within Us

COMPASS

Accountability
for Success

Engaging
Our Community
for Success

S for Success

Envisioning
Success

Designing
for Success

CABE Leadersh[ip]

We will dramatically increase California's c[apacity]
performance for all English Learners and to [graduate]
and prepared

Our primary organizational focus, represented by the CABE COMPASS, is to dramatically increase California's capacity to create 21st century learning environments of high intellectual performance for all English Learners and to graduate all English Learners college, career, and 21st century ready and prepared to live their lives to their full potential.

Our foundation for achieving this focus is one of values-driven, principles-based reform.

ENVISIONING SUCCESS	DESIGNING FOR SUCCESS
Defining Success through the CABE Essentials: Values Vision/Mission Theory of Action Principles Strategic Goals Instructional Priorities	School/District Success Maps
Communication Tools	Designing for Success Website
Practices & Resources	CABE As Support Provider
Professional Development & Public Information Strategy	Professional Development Framework
	Professional Development
	Innovation Cadres

VALUES DRIVEN PRIN[CIPLES]
Support & Service Orientation • Reciprocal Accountabilit[y]
Responsive • Equity •

ip Strategy: CABE COMPASS

apacity to create 21st century learning environments of high intellectual
graduate all English Learners college, career, and 21st century ready
d to live their lives to their full potential.

ENGAGING OUR COMMUNITY FOR SUCCESS	ACCOUNTABILITY FOR SUCCESS
Family/Community Engagement	Multilingual Excellence
Making Learning Visible	Data Dashboard
Partnerships	Chapter Engagement
Advocacy	Certification
Membership	Staff Engagement & Leadership
	Budget & Fund Development

We have designed a set of strategies. aligned to our four COMPASS cardinal points, for implementing this reform:

■ Envisioning Success
■ Designing for Success
■ Engaging Our Community for Success
■ Accountability for Success

CIPLES BASED REFORM
y • Assets Approaches That Are Culturally & Linguistically
• Linguistic Human Rights

The first COMPASS cardinal point is Envisioning Success:

- CABE Essentials
- Communication Tools
- Practices & Resources
- Professional Development & Public Information Strategy

Envisioning Success sets the groundwork for the remaining three cardinal points. Most importantly, Envisioning Success holds the CABE Essentials, which are the heart of our work at CABE. They support our work as CABE leadership and members, and they pump CABE's life blood that sustains our English Learners across the state.

What is CABE's identity? How do we know what CABE stands for? We all have our own answers to these key questions, but to be sure that we have common answers, we need to be clear and explicit about CABE's essentials: its values, vision for the future/mission, theory of action, principles, strategic goals and objectives, and instructional priorities. Each of these is discussed in detail in the section entitled Our CABE Essentials in this document.

In addition to our CABE Essentials, Envisioning Success also includes initiatives that will help us promote and communicate our COMPASS and our Essentials, including creating resources that help schools and districts put powerful practices in place.

The second COMPASS cardinal point, Designing for Success, is about how we create the sorts of educational environments and learning spaces that will ensure we realize our big vision of English Learner success.

- Professional Development Framework
- Professional Development
- Designing Success Website
- CABE As Support Provider
- School/District Success Maps
- Innovation Cadres

Some of the features of this cardinal point include a system of differentiated supports that CABE could provide to schools and districts, where together we co-design what needs to happen.

For example, CABE can be a leader in helping schools and districts design success plans that specify the instructional innovations and integrated services they will provide to English Learners and that clarify the English Learner pathways that they will implement so that from PreK through graduation, English Learners have access to a comprehensive, coordinated, articulated instructional program that results in their linguistic, academic, and 21st century success.

It could include such things as innovation cadres, a safe space to explore in a community of peers new ideas that will push us to the edge of our competency as an organization. Innovation cadres is a protocol for incubating and chronicling innovations, and ultimately, making an informed determination about what it will take to scale up the innovation and whether the benefit in terms of student engagement, achievement, and 21st century success is worth the cost.

And, of course, human capital development, a CABE forté, is a key aspect of designing for success. In fact, this forms one of CABE's core programmatic principles, charging us with providing "coherent, comprehensive, and ongoing professional preparation and support programs based on well-defined standards of practice. These programs are designed to create professional learning communities of administrators, teachers, and other staff to implement a powerful vision of excellent teaching for each group of English Learners we serve.

This principle recognizes that "ensuring student success requires a new kind of teaching, conducted by teachers who understand learning and pedagogy, who can respond to the needs of

their students and the demands of their disciplines, and who can develop strong connections between students' experiences and the goals of the curriculum. Efforts to improve student achievement can succeed only by building the capacity of teachers to improve their instructional practice and the capacity of school systems to promote teacher learning." (Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad)

This can only happen if we use a common professional development framework to develop the highest quality teachers and administrators who are prepared to engage high achieving and joyful 21st century English Learners. The research is indisputable. The surest way to improve English Learner outcomes and ensure the kind of learning environment described in the CABE COMPASS is to staff every school and classroom with expert, high quality teachers and administrators knowledgeable about powerful English Learner practices and committed to English Learners' 21st century success.

Engaging Our Community for Success

The third COMPASS cardinal point is engaging our communities for success:
- Family/Community Engagement
- Making Learning Visible
- Partnerships
- Advocacy
- Membership

Some potential features include family and community engagement, our connections with various governmental, political, civic, service, university, and professional organizations and entities, our advocacy work at multiple levels, and our efforts to spport and expand our membership.

CABE has recently received a federal i3 grant to 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. This is just one example of our work in family and community engagement.

Engaging our communities also means that we need to make them more knowledgeable about the nature of learning. We need to make learning (and the teaching that leads to powerful learning) public and visible to our entire California community. We can create structures, protocols, and processes that throw open the closed doors of our classrooms and transform the silenced voices of our English Learners into joyful testimonies of their continuous learning. CABE will be launching initiatives to do just this so that our entire community --English Learners, educators, and parents--:
- Know what powerful teaching and learning looks like and see it exhibited regularly in and out of school.
- Know what to do to produce consistently high quality learning results.
- Hold each other responsible for high quality teaching and learning.
- Expect that work is not done until it meets publicly agreed-upon standards of quality.
- Work together to create environments of high intellectual performance throughout the school and community.

We continue to expand our work with the California Department of Education, particularly with regard to the new State Common Core Standards, ELD Standards, and new assessments. We are

working directly with a number of universities and are expanding those partnerships as well as our partnerships with professional organizations such as the Confucius Institute. Our advocacy work is deepening, as we collaborate with our allies on behalf of English Learners, and we are strengthening our membership services in order to create more opportunities for members to serve English Learners well.

Accountability for Success

The final and fourth COMPASS cardinal point is accountability for success. While CABE currently has the seals of biliteracy and excellence in place, this cardinal point will be acquiring new focus and direction.

- Multilingual Excellence
- Data Dashboard
- Chapter Engagement
- Certification
- Staff Engagement & Leadership Development
- Budget & Fund Development

While CABE currently has focused on multilingual excellence through its established seals of biliteracy and excellence in place, this cardinal point will be acquiring new focus and direction. For example, we intend to create a system of data dashboards so that our membership and clients have easy access to the data they need to assess their current status and their growth over time.

We are also exploring creating a system of certification that guarantees schools and districts that CABE-recommended consultants and providers have the CABE Seal of Approval and will adhere to the CABE Essentials. This is one way we can more finely craft and guide our chapters in their local work.

Finally, we will be fully engaging our staff in implementing our action plans and in developing their own leadership, and we'll need to ramp up our budget and fund development in order to support our strategic plan actions.

Taking Action for Success

Creating a positive future begins in human conversation. The simplest and most powerful investment any member of a community or an organization may make in renewal is to begin talking with other people as though the answers mattered.

William Greider

Envisioning Success

1.1 Defining Success

Clarify and communicate to CABE membership and partners the skills, capacities, and dispositions required for English Learners to be fully engaged and successful 21st century learners in school and beyond.

1.2 Communication Tools

Create and put into action a portfolio of communication tools and processes to generate awareness, understanding, and ownership of the CABE Essentials and connected CABE services among our diverse stakeholders and clients.

1.3 Practices & Resources

Identify values-driven, principles-based, and data/research informed practices and resources that significantly increase the capacity of CABE membership and partners to implement the CABE Essentials.

1.4 Professional Development & Public Information Strategy

Design and roll out a professional development and public information strategy for engaging CABE membership and partners in effectively and compellingly understanding, communicating, and enacting the CABE Essentials.

Designing for Success

2.1 Professional Development Framework

Develop and disseminate a common professional development framework to develop the highest quality teachers and administrators who are prepared to engage high achieving and joyful 21st century English Learners.

2.2 Professional Development

Provide coherent, comprehensive, and ongoing professional preparation and support programs based on well-defined standards of practice, aligned to CABE's Professional Development Framework, and designed to create professional learning communities and networks of administrators, teachers, and other staff to implement a powerful vision of excellent teaching for each group of English Learners they serve and support English Learner best practices, research, policies, and materials/resources.

2.3 Designing Success Website

Develop an interactive Designing for Success website to access current and relevant information regarding current research, best practices, demographics, policies, and basic information about English Learners for our diverse stakeholders and clients.

2.4 CABE As Support Provider

Establish a system of differentiated supports available from CABE for schools and districts, where together CABE and clients co-design 21st century learning environments of high intellectual performance for English Learners.

2.5 School District Success Maps

Develop a process for the design of school/district success maps or plans that specify the instructional innovations and integrated services they will provide to English Learners and that clarify the English Learner pathways that they will implement so that from PreK through graduation, English Learners have access to comprehensive, coordinated, articulated instructional programs that result in linguistic, academic, and 21st century success.

2.6 Innovation Cadres

Establish innovation cadres as a safe space to explore in a community of peers new ideas that will push us to the edge of our competency as an organization. Innovation Cadres is a protocol for incubating and chronicling innovations, and ultimately, making an informed determination about what it will take to scale up the innovation and whether the benefit in terms of student engagement, achievement, and 21st century success is worth the cost.

Engaging Our Community for Success

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.

3.2 Making Meaning Visible

Create tools, protocols, and processes to make learning in English Learner contexts (and the teaching that leads to such powerful learning) public and visible to our entire California community.

3.3 Partnerships

Strengthen existing partnerships and establish new partnerships with the California Department of Education, Institutions of Higher Education (IHEs), professional organizations, businesses, and political, civic, and service organizations to deepen understanding of the CABE COMPASS and to identify specific fiscal and programmatic commitments from those partners to support English Learner success within the COMPASS framework.

3.4 Advocacy

Expand our legislative, policy, and legal advocacy efforts in support of dramatically improving family and community engagement and English Learner success.

3.5 Membership

Provide advocacy-oriented leadership to more fully engage and expand our membership in support of English Learner success.

Accountability for Success

4.1 Multilingual Excellence

Showcase excellence in programs and practices for English Learners to promote multilingualism for all California students and support for multilingualism among parents, educators, and policymakers.

4.2 Data Dashboard

Create a user-friendly data dashboard that promotes transparency and awareness regarding English Learner college, career, and 21st century readiness to both support best practices and create a sense of urgency for change among our parents, members, and education policymakers.

4.3 Chapter Engagement

Design and roll out a professional development strategy for engaging CABE chapters in effectively and compellingly understanding, communicating, and enacting the CABE COMPASS accountability provisions.

4.4 Certification

Create a two-tier CABE certification process that will promote English Learner success and accountability: Tier 1 for school/district leaders, teachers, and parents, and Tier 2 for CABE consultants/mentors.

4.5 Staff Engagement & Leadership

Design and roll out a staff engagement and leadership strategy for engaging CABE staff in effectively and compellingly understanding, communicating, and enacting the CABE COMPASS.

4.6 Budget & Fund Development

Develop multi-year budget and fund development plans to help the staff and board set realistic income goals with respect to the annual budgeting process and implementation of the CABE COMPASS; outline the strategic steps required to reach those goals, as well as board and staff responsibilities in accomplishing the plans; and identify targeted financial and strategic goals necessary to support successful COMPASS implementation.

1.0 Envisioning Success Action Plan

| Claim/Goal #1.1 **Defining Success** | Clarify and communicate to CABE membership and partners the skills, capacities, and dispositions required for English Learners to be fully engaged and successful 21st century learners in school and beyond. |

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
1.1.1 Create a "toolkit" identifying what we mean by "fully engaged and successful 21st century learners" that minimally includes a written brief, a video clip, and a scripted PPT.	• Identify the toolkit components. • Establish a development timeline. • Identify contributors to the toolkit. • Work with graphic artist to design the toolkit "look."	September 2013	Francisca Sánchez Information Technology Manager Velázquez Press	Video Footage New Web Design (for posting of video clips, PPT, and other resources)	Completed Toolkit
1.1.2 Conduct at least one session at the CABE 2014 Conference to showcase the toolkit.	• Submit a workshop proposal.	April 2014	Francisca Sánchez	None	Workshop Evaluations
1.1.3 Post the toolkit on the CABE website.	• Work with CABE tech staff to determine how best to feature the toolkit on the website and to create interactivity.	January 2014	Jan Gustafson Information Technology Manager Velázquez Press	New Web Design (Drupal)	Toolkit "Hits"
1.1.4 Create a trainer of trainers module on the toolkit.	• Identify the module components. • Establish a development timeline. • Identify contributors to the module.	November 2013	Francisca Sánchez	Website Components	Completed Module

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
1.1.5 Identify and train a cadre of trainers in using the toolkit and in conducting trainings for other groups.	• Identify the members of the cadre. • Establish the training date(s) and location(s). Where possible, use existing conferences and meetings. • Send out invitations to attend the training. • Create a facilitator's agenda. • Develop and print training handouts. • Work with CABE staff to organize the training logistics.	February 2014	Francisca Sánchez Information Technology Manager Velázquez Press	Training Facility Copies of the Toolkit /Trainers' Module	List of Certified Trainers
1.1.6 Train the regional representatives and chapter presidents in using the toolkit.	• Establish a training schedule that includes dates, locations, audiences, presenters. • Work with CABE staff to prepare/deliver the training materials to each presenter/site.	Spring /Summer 2014	Jan Gustafson Trainers TBD	Training Facility Copies of the Toolkit and the Trainers' Module Commitment of Chapter Presidents to Participate/Share	90% of Regional Reps and Chapter Presidents Trained

Claim/Goal #1.2 **Communication Tools**	Create and put into action a portfolio of communication tools and processes to generate awareness, understanding, and ownership of the CABE Essentials and connected CABE services among our diverse stakeholders and clients.

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
1.2.1 Create a set of CABE Essentials toolkits geared to our different stakeholders/clients: board members, administrators, teachers, parents, and students. Each toolkit should include descriptions of each essential, multimedia collateral that show each essential in action, connections to the Common Core Standards/Assessments, and responsive CABE services.	• Identify the stakeholder groups. • Identify lead developer for each group. • Prepare descriptions of each Essential, customized to the different stakeholder groups. • Identify/develop multimedia collateral (video, links, testimonials, etc.) for each Essential, customized to different stakeholder groups. • Identify connections to the Common Core Standards/Assessments for each Essential, customized to the different stakeholder groups. • Identify CABE services that assist each stakeholder group in enacting each Essential.	January 2014	Francisca Sánchez & Lead Developers Information Technology Manager Velázquez Press	Development Budget and Sources of Revenue New Web Design (Drupal)	Completed Toolkits

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	• Convene lead developers to share their draft toolkit components and to fine-tune the work. • Complete final editing of the toolkits.				
1.2.2 Hold sessions via Webinar at the CABE Conference to unveil the CABE Essentials and the planned toolkits.	• Submit workshop proposals.	April 2014	Francisca Sánchez & Board Members	None	Workshop Evaluations
1.2.3 Hold sessions at key stakeholder conferences to share the CABE Essentials and the developed toolkits.	• Submit workshop proposals. • Design and conduct a series of workshops to share the CABE COMPASS with the CABE membership.	Spring/Fall 2014	Jan Gustafson-Corea & Board Members	Travel Budget Presentation Materials	Workshop Evaluations
1.2.4 Create a new CABE web presence that features the toolkits and CABE's services.	• Develop a draft of a redesigned website. • Test the new design with a sample audience. • Launch the new design.	Spring /Summer 2014	Jan Gustafson-Corea Information Technology Manager Velázquez Press	New Web Design (Drupal) Development of Webinar Capacity	New Website Launched Member/Client Response

1.0 Envisioning Success Action Plan

Claim/Goal #1.3 **Practices & Resources**	Identify values-driven, principles-based, and data/research informed practices and resources that significantly increase the capacity of CABE membership and partners to implement the CABE Essentials.

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
1.3.1 For each Essential, identify the specific implementation practices and resources to be featured.	• Identify lead developer for each Essential. • Prepare descriptions of specific implementation practices for each Essential. • Identify/develop common core standards aligned multimedia resources (video, links, instructional materials, professional development, etc.) for each Essential. • Identify CABE services that assist potential clients in enacting each Essential. • Convene lead developers to share their draft practices and resources and to fine-tune the work. • Complete final editing of the work.	March 2014	Francisca Sánchez & Lead Developers	Development Budget and Sources of Revenue	Completed Toolkits

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
1.3.2 Create an interactive web-based feature that allows CABE members/partners to explore these practices and resources.	• Work with CABE technical staff to develop the interactive web-based feature. • Develop a test protocol and fine-tune the feature based on the results of the test. • Launch the feature.	Spring/ Summer 2014	Jan Gustafson-Corea Information Technology Manager Velázquez Press	Development Budget and Sources of Revenue Development of New Website	Feature Successfully Launched Member/Client Usage
1.3.3 Provide electronic space and processes for CABE members/partners to share their implementation challenges and successes.	• Work with CABE technical staff to establish the electronic space and processes for member/partner sharing. • Develop a test protocol and fine-tune the process based on the results of the test. • Launch the service.	Spring/ Summer 2014	Jan Gustafson-Corea Information Technology Manager Velázquez Press	Development Budget and Sources of Revenue Drupal Website	Service Successfully Launched Member/Client Usage

1.0 Envisioning Success Action Plan

Claim/Goal #1.4 **Professional Development & Public Information Strategy**	Design and roll out a professional development and public information strategy for engaging CABE membership and partners in effectively and compellingly understanding, communicating, and enacting the CABE Essentials.	

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
1.4.1 Train all regional representatives and chapter officers in the CABE Essentials and the use of the CABE Essentials toolkits.	• Develop a facilitator's agenda and PowerPoint. • Establish a training schedule that includes dates, locations, audiences, presenters. • Work with CABE staff to prepare/deliver the training materials to each presenter/site.	Spring /Summer 2014	Jan Gustafson-Corea Trainers TBD CABE Board Members	Training Facility Copies of the Toolkits. Facilitator's Agenda & PPT	90% of Regional Reps and Chapter Officers Trained
1.4.2 Create marketing collateral featuring the CABE essentials and CABE's related services.	• Work with a marketing consultant and graphic designer to develop the marketing collateral.	Spring/ Summer 2014	Jan Gustafson-Corea Graphic Designer	Budget and Sources of New Revenue Focus Groups	Collateral Developed
1.4.3 Create media spots to showcase the CABE Essentials and CABE's new services.	• Work with a communications expert to develop and place the media spots.	Summer /Fall 2014	Jan Gustafson-Corea Media Consultant (Pro Bono?)	Budget and Sources of New Revenue	Media Spots Developed & Placed

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
1.4.4 Train all Board members, key CABE staff, and chapter officers in marketing CABE services.	• Develop a facilitator's agenda and PowerPoint. • Establish a training schedule that includes dates, locations, audiences, presenters. • Work with CABE staff to prepare/deliver the training materials to each presenter/site. • Establish a process/protocol for "onboarding" new board members and ensuring their training.	Fall/Winter 2014	Jan Gustafson-Corea Trainers TBD Media Consultant (Pro Bono?)	Training Facility Copies of the Marketing Collateral Facilitator's Agenda & PPT	100% of Board Members and 90% of Chapter Officers Trained

2.0 Designing for Success Action Plan

Claim/Goal #2.1 **Professional Development Framework**	Develop and disseminate a common professional development framework to develop the highest quality teachers and administrators who are prepared to engage high achieving and joyful 21st century English Learners.

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
2.1.1 Convene a framework design team.	• Identify purpose and outcomes. • Develop a facilitator's agenda. • Identify and invite the design team. • Identify a facilitator and framework writer. • Prepare the convening master presentation. • Prepare the convening handouts. • Secure a meeting facility.	September 2013	Francisca Sánchez	Budget for Convening and Writer	Framework Draft

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
2.1.2 Disseminate and publicize the board-adopted framework.	• Work with the framework writer to finalize the framework. • Bring the framework to the board for adoption. • Develop a PR/dissemination plan for the framework, including sharing it at professional conferences and with CABE membership, clients, and partners. • Use the framework to guide any future CABE professional development efforts and activities. • Conduct an assessment of randomly selected CABE professional development activities to determine their alignment to the framework.	April 2014	Jan Gustafson-Corea Evaluator/ Researcher TBD	Budget for Publicity and Dissemination Budget for Assessment	Board-Adopted Framework Results of Assessment

2.0 Designing for Success Action Plan

Claim/Goal #2.2 **Professional Development**	Provide coherent, comprehensive, and ongoing professional preparation and support programs based on well-defined standards of practice, aligned to CABE's Professional Development Framework, and designed to create professional learning communities and networks of administrators, teachers, and other staff to implement a powerful vision of excellent teaching for each group of English Learners they serve and support English Learner best practices, research, policies, and materials/resources.

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
2.2.1 Establish a CABE Professional Development Services Group to develop and market training and other services that fit with the CABE mission and vision, and to develop aligned supporting products.	• Contract with an existing experienced professional development organization to launch the Professional Development Services Group. • Adopt a three-phase, three-year plan which begins with a start-up phase (Phase I) to set in place the structure for a successful business, a growth phase (Phase II) during which initial steps are taken for growing the services and reputation of CABE Professional Development Services, and an expansion phase (Phase 3) where	May 2013	Jan Gustafson-Corea Elizabeth Jiménez	Budget to Hire Consultant	Professional Development Services Group Plan Marketing and Business Plans

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	CABE brings on a full-time Professional Development Director position funded with the revenue generated by the professional development services offered to continue the growth and profitable expansion of services. • Include the design of professional development on pedagogy for board members, administrators, principals, and teachers. • Include the development of teacher preparation/ certification professional development related to dual language education, P21, and bilingual education. • Establish a sound business structure for decision making on what is to be offered, how and by whom it will be delivered, and a business metric for decision making that helps the CABE board evaluate progress and decide on expansion timelines.				

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
2.2.2 Launch Phase 1/Start-Up of the Professional Services Plan in order to structure the business for growth, help budget the future work, and lay the groundwork for a successful launch for SY13-14.	• Review the CABE COMPASS to identify all areas of professional development called for in the COMPASS. • Conduct a needs survey at the 2013 CABE Conference to determine the perspective of English Learner educators regarding priorities for professional development. • Using the results of the CABE COMPASS review and the needs survey, develop a recommendation for a prioritized plan of professional development for Year One that is aligned to CABE's Professional Development Framework. • Develop business and marketing plans to support the recommended professional development plan. • Conduct branding, advertising, prospecting activities in support of professional development plan. • Develop training materials and templates to support the Year One professional development plan.	July 2013	Francisca Sánchez CABE PDS	Budget to Hire Consultant	Year One Professional Development Plan Marketing and Business Plans Training Materials and Templates

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
2.2.3 Launch Phase 2/Growth of the Professional Services Plan in order to conduct the Year One professional development events.	• Identify, recruit, and induct a cadre of Year One trainers. • Recruit and contract with client districts and entities. • Begin the process of implementing the Mentor Certification Process described in Action Plan 4.4. • Design the Year Two professional development plan and conduct the necessary development and marketing activities in support of that plan.	October 2013	Jan Gustafson-Corea CABE PDS	Budget to Hire Consultant Budget to Implement PD Plan. Mentor Certification Process	Contracts with Client Districts Evaluations of PD Activities Year Two PD Plan
2.2.4 Launch Phase 3/Expansion of the Professional Services Plan.	• Design the Year Three+ professional development plan and conduct the necessary development and marketing activities in support of that plan. • Conduct outreach presentations at other organizations' conferences/events, set up email blasts, disseminate regular e-newsletter articles, and make "sales calls"/visits to districts to generate business.	March 2014	Jan Gustafson-Corea CABE Professional Development Director	Budget to Hire PD Director	Year Three PD Plan Evaluations of PD Activities 25% Growth in Sales of CABE Publications Contracts with Client Districts and Entities 50% Growth in PD Services

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	• Develop and grow the sale of CABE publications. • Provide CABE COMPASS-aligned curriculum development services for a fee to publishers of instructional materials. • Develop and market COMPASS-aligned certified workshops, webinars, and training of and materials for school translators and interpreters, front-office personnel, and after-school tutors, and substitute teachers who work with English Learners. • Develop a CABE COMPASS-aligned mentoring network to utilize the experience of retiring members of the profession to develop aspiring leaders in bilingual education and English Learner education. • Develop a CABE COMPASS-aligned mentoring network to utilize the experience of retiring members of the profession to develop aspiring leaders in bilingual education and English Learner education.				

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
2.2.5 Create a culture of quality service and support to our schools, districts, and communities through an accountable professional development system.	• Enact performance management systems in CABE focused on ensuring we provide quality professional development services. • Design professional development evaluation processes and/or protocols to measure the impact on student access and achievement of our professional development activities.	October 2014	Jan Gustafson-Corea CABE PDS Evaluator/ Researcher TBD	Budget to Design and Implement Performance Management System Budget to Develop & Conduct Evaluations	Performance Management System Results of PD Evaluations
2.2.6 Maintain our regional and annual conference structure with targeted focus on timely and relevant professional development.	• Continue to work through the established conference committee structures to plan and conduct regional and annual conferences. • Work with the CABE president and board to establish conference themes and identify major speakers. • Develop an input/feedback loop to solicit member perspectives on timely and relevant professional development topics/issues.	Ongoing	Jan Gustafson-Corea Director of Conference & Events CABE President	Conference Budgets	Conference Evaluations Conference Revenues

Claim/Goal #2.3 **Designing for Success Website**	Develop an interactive Designing for Success website to access current and relevant information regarding current research, best practices, demographics, policies, and basic information about English Learners for our diverse stakeholders and clients.				
Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
2.3.1 Identify specific information to be researched for the website.	• Establish the timeline for committee meetings. • Recruit additional committee members as needed. • Brainstorm the types of information, resources, and research needed. • Decide how many categories. • Determine a protocol for vetting information, resources, and research. • Identify key people, experts in the field and survey them.	End of May 2013	Laurie Nesrala	None	Finalized website components, categories, and protocols.
2.3.2 Select information, resources, and research for Phase One of the website.	• Gather, organize, and evaluate information, resources, and research using the protocol. • Determine the final selection.	End of August 2013	Board Member TBD	None	Finalized web content – Phase One

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
2.3.3 Design the website.	• Review web design formats via web searches. • Meet with the CABE webmaster to draft the final layout of the design. • Create a form for submitting content. • Launch pilot website. • Market the launch of the website.	End of August 2013	Information Technology Manager Board Member TBD	Web Design Software	Finalized Phase One Website
2.3.4 Launch Phase Two of the website.	• Create a feedback form. • Solicit feedback from the field. • Determine revisions. • Implement revisions and launch Phase Two of the website.	November 2013	Board Member TBD	Budget for soliciting field input	Finalized Phase Two Website
2.3.5 Determine the protocol for ongoing maintenance of the Designing for Success website.	• Meet with CABE staff to create the protocol. • Determine the timeline for review and updating the site.	August 2014	Information Technology Manager Board Member TBD	None	Protocol and Timeline

2.0 Designing for Success Action Plan

Claim/Goal #2.4 **CABE As Support Provider**	Establish a system of differentiated supports available from CABE for schools and districts, where together CABE and clients co-design 21st century learning environments of high intellectual performance for English Learners.

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
2.4.1 Design a system of differentiated supports available from CABE for schools and districts, where together CABE and clients co-design 21st century learning environments of high intellectual performance for English Learners.	• Determine the tiers of support that CABE desires to be able to provide to schools and districts and the criteria to determine the tier into which a particular school/district falls. • Articulate the co-design process. • Articulate what CABE means by 21st century learning environments of high intellectual performance for English Learners. • Identify CABE's whole school intervention/support. • Identify CABE and CABE-endorsed core services in the areas of programmatic support and professional development, English	September 2013	Francisca Sánchez Elizabetjh Jiménez & CABE PDS	Budget for Design and Development	Support Provider System

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	Learner services and support, coaching and leadership support, and family and community engagement.. • Bring together all of these elements to create a coherent, articulated system of differentiated supports.				
2.4.2 Establish CABE as an effective support provider.	• Bring the support provider system to the board for adoption. • Develop a PR/dissemination plan and collateral for the support provider system, including sharing it at professional conferences and with CABE membership, clients, and partners. • Use the support provider system to establish CABE as the premier support provider for districts/ schools needing assistance in reforming their educational systems for English Learners. • Establish contracts with at least five schools/districts to serve as their support provider.	December 2013	Jan Gustafson-Corea	Budget for Publicity and Dissemination	Board-Adopted Support Provider System Contracts

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
2.4.3 Establish a process of continuous improvement to refine and improve CABE's effectiveness as a support provider to enact 21st century learning environments of high intellectual performance for English Learners in schools and districts.	• Conduct an assessment of contracted districts to determine CABE's effectiveness in assisting districts to enact 21st century learning environments of high intellectual performance for English Learners. • Use the results of the assessment to refine CABE's support provider practices and processes. • Repeat the assessment and reflection process as new contracts are established. • Publicize CABE's credentials as an excellent and effective support provider.	December 2014	Jan Gustafson-Corea Evaluator/Researcher TBD	Budget for Evaluation	Results of Assessment New/Renewed Contracts

2.0 Designing for Success Action Plan

Claim/Goal #2.5 **School/District Success Maps**	Develop a process for the design of school and district success maps or plans that specify the instructional innovations and integrated services they will provide to English Learners and that clarify the English Learner pathways that they will implement so that from PreK through graduation, English Learners have access to a comprehensive, coordinated, articulated instructional program that results in their linguistic, academic, and 21st century success.

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
2.5.1 Create a user-friendly success map template that CABE can use to create customized school/district success maps.	• Incorporate the CABE Envisioning Success/Essentials elements in the template. • Incorporate LEA Plan and SPSA requirements/components so that schools/districts that utilize the success maps can use them to also fulfill LEAP and SPSA requirements. • Build in flexibility and customizing options. • Conduct a field test. • Refine the template based on the field test results.	November 2013	Francisca Sánchez Laurie Nesrala Information Technology Manager	Budget and New Funding Sources to Support Budget Design Software	Completed Template that Incorporates Field Test Results

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
2.5.2 Identify and engage a cohort of partner districts to field test and refine the template.	• Develop a call for partners with incentives. • Showcase the success map design at partner conferences. • Invite potential partners to an informational meeting. • Develop criteria/process to select partner districts from those interested. • Develop partner agreements. • Work with steering committee from partner districts to identify implementation strategies and processes. • Document processes/stories. • Refine template based on results from partner district implementation. • Prepare a final report.	February 2014	Jan Gustafson-Corea Regional Representatives	Dedicated Staff Budget and New Funding Sources to Support Budget	Number of Partner Districts Report Findings
2.5.3 Launch the success map template and related CABE services, using the partner districts' stories.	• Design/conduct a convening to showcase success map template and the partner district stories and successes. • Develop collateral/marketing material. • Feature the template on the CABE website.	June 2015	Jan Gustafson-Corea Partner Districts	Budget and New Funding Sources to Support Budget Software Program	Success Map Template Interest Inquiries Marketing Tools Convening Results

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	• Showcase the template at BCN, CDE Accountability Conference, and other conferences. • Inform key legislators (Speaker of the Assembly, Senate President Pro Tempore, Chairs of policy committees, elected representatives of CABE Board Members) of CABE's success map template and its use and results with school districts.				
2.5.4 Create a professional development module to train districts and community on how to use the success map template in alignment with CABE Essentials.	• Identify training developers. • Identify PD components. • Develop the training agenda, PowerPoint, and participant materials. • Establish a training schedule that includes dates, locations, audiences, presenters. • Work with CABE staff to prepare/deliver the training materials to each presenter/site. • Develop a training evaluation.	March 2015	Jan Gustafson-Corea	Budget and New Funding Sources to Support Budget Trainers Training Materials Training Facilities	Number of districts using the template PD Module Number of PD sessions conducted Results of training evaluations

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
2.5.5 Train board members and chapter presidents on how to use the success map template.	• Develop a facilitator's agenda and PowerPoint. • Establish a training schedule that includes dates, locations, audiences, presenters. • Work with CABE staff to prepare/deliver the training materials to each presenter/site.	April 2015	Jan Gustafson-Corea	Budget and New Funding Sources to Support Budget Trainers Training Materials Training Facilities	100% of Board Members Trained 90% of Chapter Presidents Trained
2.5.6 Create a monitoring and evaluation system to assess the success of the success map system.	• Identify or create an evaluation tool and process. • Identify the researcher/evaluator. • Develop the evaluation plan, including data collection and analysis. • Development of a report of findings.	August 2017	Jan Gustafson-Corea Laurie Nesrala	Dedicated Staff or Contract with Research/ Evaluation Organization	Improved EL results and stronger programs in districts implementing the success map

Claim/Goal #2.6
Innovation Cadres

Establish innovation cadres as a safe space to explore in a community of peers new ideas that will push us to the edge of our competency as an organization. Innovation Cadres is a protocol for incubating and chronicling innovations, and ultimately, making an informed determination about what it will take to scale up the innovation and whether the benefit in terms of student engagement, achievement, and 21st century success is worth the cost.

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
2.6.1 Identify areas of innovation for CABE to explore, where English Learner administrators, teachers, parents, students, and others can join with like-minded colleagues to incubate and chronicle ideas.	• Conduct a scan of current realities re: English Learner education, and from that scan, determine which are promising areas for innovation. • Vet these with focus groups (administrators, teachers, parents, students) to determine the 3-6 highest priority areas.	August 2014	Jan Gustafson-Corea	Budget for Scan and Focus groups	List of Prioritized Innovation Areas
2.6.2 Finalize each cadre.	• Publicize the innovation cadres and solicit members for each cadre. • Design and conduct an invitational orientation to the innovation cadres for interested participants. As part of this orientation, include a PLC 101 component that	November 2014	Jan Gustafson-Corea	Access to Diverse Media Budget for Orientation	Evaluations of Orientation List of Established Innovation Cadres and Facilitators

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	review the basics of PLCs: -- Forming and Norming -- Student Outcomes -- Products -- Efficacy • Confirm participants' interest after the orientation through an application process. • Select the cadre participants from those that apply and finalize the cadres. • Identify a facilitator/lead for each cadre.				
2.6.3 Launch the innovation cadres and provide ongoing support.	• Convene the cadres and assist each cadre in (1) identifying the inquiry question(s) and product(s), (2) determining the inquiry process, and (3) scheduling meetings and establishing timelines. • Assist each cadre in considering the various dimensions of scaling as inquiries are pursued: SPREAD Diffusion of the innovation to a large number of users; the traditional way of thinking about scale.	January - August 2015	Jan Gustafson-Corea	Stipends for Cadre Facilitators Meeting/Research Budgets for Cadres	Facilitator Progress Reports Results of Cross-Cadre Meetings

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	DEPTH Producing deep, transformative, consequential changes in instructional practice, leading to improved educational outcomes for English Learners **SUSTAINABILITY** Maintaining changes in practice over a substantial period. **SHIFT** What happens when districts, schools, and teachers assume ownership of the innovation and spread its impact. **EVOLUTION** The ongoing revision of the innovation by those adopting it. **EMOTION** Taking something that is highly successful and modifying it; the willingness to do things differently even though it seems risky to move away from what seems a perfect way of operating.				

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	• Work with the cadre facilitators/leads to ensure that work progresses expeditiously at each meeting and in between meetings. • Establish periodic cross-cadre conversations to share cadre progress and findings and to discuss pertinent consideration, especially with regard to possible adoption across the state.				
2.6.4 Communicate the results and determine which innovations to institutionalize or take to scale.	• Hold a convening to show-case the innovation cadre results and to determine recommendations for which innovations to take to scale, and how to pro-ceed. • Prepare appropriate publicity and professional briefs to communicate the results of the convening and next steps. • Solicit "sponsors" to assist in the next steps for each innovation that will move forward.	October 2015	Jan Gustafson-Corea	Budget for Convening Budget for Public-ity/ Publication	Results of Show-case Sponsors Garnered

3.0 Engaging Our Community for Success Action Plan

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.	September 2014	Director of Parent Relations Region Representatives Chapter Presidents CABE Project 2INSPIRE	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

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	• Establish a training schedule that includes dates, locations, audiences, presenters. • Work with CABE staff to prepare/deliver the trainings.				
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.	December 2014	Vice-President Director of Secondary/IHE Affairs CABE Project 2INSPIRE	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

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	• Work with partners to 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.				Portfolio of Credit-Earning Alternatives

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	• Conduct CABE Back to School Nights for parents, families, and the community. • Work with CABE technical staff to establish 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.				
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.	December 2013	Parent Relations P2I Coordinator P2I Team Information Technology Manager Regional Representatives	Funding for District Grants Project 2INSPIRE Evaluation for Webpage	Project 2INSPIRE-Contracts and Evaluation Results Hits on Parent/Community Tab on CABE Webpage Web Page Evaluation Results

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	• Develop evaluation for information posted on the CABE webpage. • Engage in on-going research and evaluation of P2I program through the i3 grant and other grants.				
3.1.5 Expand the Plaza Comuni-taria 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 P2I Coordinator	Funding Facilities	Partnership Agreements

3.0 Engaging Our Community for Success Action Plan

Claim/Goal #3.2 **Making Learning Visible**	Create tools, protocols, and processes to make learning in English Learner contexts (and the teaching that leads to such powerful learning) public and visible to our entire California community.				
Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality

3.2.1 Develop CABE COMPASS-aligned tools, protocols, and processes for teachers, students, and administrators to use to shift teaching and learning from a private enterprise that happens inside students' heads and behind the closed doors of the classroom to one where the closed doors of our classrooms are thrown open to other educators and to the community and the silenced voices of our English Learners are joyful testimonies of their continuous learning.	• Convene teams to develop a portfolio of tools, protocols, and processes.
	• Structure these tools, protocols, and processes so that as a result of their use, teachers, students, administrators, and community:
	  • Know what powerful teaching and learning for English Learners look like and see it exhibited regularly in and out of school.
	  • Know what to do to produce consistently high quality learning results for English Learners.
	  • Hold each other responsible for high quality teaching and learning for English Learners.
		August 2015	Vice-President
			
			Contracted Consultant
				Development Budget	Portfolio of Tools, Protocols, & Processes
					
					Results of Field Test
					
					Implementation Contracts

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	• Expect that for English Learners work is not done until it meets publicly agreed-upon standards of quality. • Work together to create environments of high intellectual performance throughout the school and community for English Learners. • Enlist volunteer class-rooms, schools, and districts to field test the tools, protocols, and processes. • Document the journey and assess the results. • Revise the tools, protocols, and processes based on the field test assessment results. • Publicize/market and showcase the tools, proto-cols, and processes. • Establish contracts with schools and districts to implement the Making Learning Visible portfolio of tools, protocols, and processes.				

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
3.2.2 Design, launch, and support the Ellen Ochoa Young Scholars Program* to increase the success rate of English Learners, especially young women, in successfully completing higher education in science, technology, engineering, the arts, and math (STEAM), foster a community of college-bound scholars, and strengthen their academic leadership skills while building self-confidence and stimulating intellectual curiosity.	• Develop a concept paper for a STEAM program designed to (1) create and sustain 21st century learning spaces for the high intellectual performance of English Learners, especially young women, and (2) make their learning and high intellectual performance visible to themselves, their schools and districts, and their families and communities. • Contact Ellen Ochoa (Johnson Space Center) and John Arrillaga (Stanford) to secure their support for the program. • Convene a design team to develop the details of the initiative. • Seek board approval. • Conduct an orientation for a diverse pool of STEAM Latinos/Latinas who are the potential YSP advisory board.	Program Launch: August 2013 Summer Program Launch: June 2014	Francisca Sánchez	Budget to Support Program Development and Implementation: Approximately $150,000/year (through corporate and foundation fundraising) Abuelita Funds IHE Partner Support Business Sponsors	Concept Paper Initiative Implementation Plan Board Approval Partnership Agreements with Districts Program/Student Assessment Data

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	• Finalize the advisory board and secure their commitment to raise a minimum of $150,000 yearly for three years to support staffing and program costs. • Seek additional corporate and foundation funding. • Partner with three school districts (Northern, Central, and Southern California) to provide the program to three cohorts of 45 English Learners from each district: 3rd – 5th graders; 6th – 8th graders; and 9th – 11th graders. • Hire program staff (administrative staff and teachers). • Establish an assessment process to collect and analyze longitudinal data to determine program impact on student success. • Hold an orientation for the students and their parents. • Launch the program.				

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	• Conduct an annual STEAM fair and program banquet to publicly celebrate student success, recognize students' achievements, and make their learning and high intellectual performance visible. • Establish a partnership agreement with Stanford University to hold a summer residential program for the participating young scholars. • Design the summer program. • Launch the summer program. • Maintain the school year and summer programs, continuing to increase access to English Learners across California.				
3.2.3 Strengthen our message and resources on bi/multilingualism and bi/multiliteracy through the support of our 2Way CABE affiliate.	• Showcase the work of the 2Way CABE affiliate at regional and annual conferences. • Update the weblink on the CABE website.	Ongoing	Jan Gustafson-Corea	Institute Budget	Institute Evaluations Membership Feedback

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	• Develop multimedia informational materials and resources in support of multilingualism and multiliteracy. • Design and conduct summer institutes focused on dual language education and programs.				

*Originally from Los Angeles, astronaut Ellen Ochoa first left Earth in July 1991 and became the world's first Hispanic female astronaut. A mission specialist and flight engineer, she has since logged more than 900 hours in space on four flights, the last in 2002. Dr. Ochoa's many awards include NASA's Exceptional Service Medal (1997) and Outstanding Leadership Medal (1995). Besides being an astronaut, researcher, and engineer, Ochoa is a classical flutist. She is the director of the Johnson Space Center (281.483.0123).

This program will be modeled on the Dr. Frank S. Greene Scholars Program, which serves a similar purpose for African American youth.

Claim/Goal #3.3 **Partnerships**	Strengthen existing partnerships and establish new partnerships with the California Department of Education, Institutions of Higher Education (IHEs), professional organizations, businesses, and political, civic, and service organizations to deepen understanding of the CABE COMPASS and to identify specific fiscal and programmatic commitments from those partners to support English Learner success within the COMPASS framework.

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
3.3.1 Partner with the California Department of Education to develop and roll out collaborative trainings for educators and community on the new State Common Core Standards, ELD Standards, and new assessments.	• Develop facilitators' agendas and PowerPoints for a professional development series (workshops, webinars) that targets teachers, administrators, parents. • Develop a suite of supporting resources. • Establish a training schedule that includes dates, locations, audiences, presenters. • Work with CABE and CDE staff to prepare/deliver the training materials to each presenter/site. • Roll out the training.	August 2013	Jan Gustafson-Corea	Development Budget	Evaluations of Trainings Use of Tools

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
3.3.2 Expand the CABE connections to IHEs and identify IHE partners to develop agreements for joint projects that support English Learner success and community engagement.	• Identify those existing chapters at the university level to assist in establishing new chapters. • Convene key IHE leaders to brief them on the CABE COMPASS, to identify potential joint projects, and to solicit their support in rolling out these projects. • Develop a joint CABE/IHE action plan for each selected project and identify the project leads. • Launch the projects. • Document and publicize the process and results.	Fall 2014	Director of Secondary/IHE Affairs Project Leads	List of Current and Potential IHE Chapters Convening Budget Project Implementation Funds	Number of New IHE Chapters Established and/or Revitalized Joint Project Action Plans Results of Action Plan Implementation
3.3.3 Collaborate with IHE department heads to review and enhance preservice teacher programs.	• Utilize the CABE COMPASS and Toolkits to clearly communicate to IHEs the skills needed for ELs to be fully engaged and successful 21st century learners. • Establish CABE Chapters with IHE teacher education programs. • Hold workshops/institutes at CABE conferences for university/preservice students.	August 2015	Director of Secondary/IHE Affairs	COMPASS and Toolkits List of IHE with Teacher Education Programs Convening Funds Action Plan Budget	New IHE Chapters Increased Participation of University Students at Conferences IHE Preservice Action Plan Results of Action Plan Implementation

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	• Convene department heads/deans of education schools from 3-5 IHEs to develop an action plan of course development/revision and preservice activities designed to enhance preservice teachers' skills and capacities to contribute to English Learners' success. • Launch the action plan. • Document and publicize the results. • Design efforts to connect the P21 initiative to opportunities to "grow our own" bilingual teachers.				

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
3.3.5 Annually adopt a service and/or civic organization and provide mentorship to grow their advocacy for and support of CABE and the CABE COMPASS, and to make CABE more visible in the community.	• Develop a plan to select organizations to mentor. • Develop a protocol/briefing process to recruit mentee organizations. • In support of recruitment efforts, develop multimedia materials including testimonials from successful EL students. • Identify COMPASS priorities to most benefit from these mentorships. • Work with CABE technical staff to establish the electronic space and processes for mentor/mentee sharing of resources. • Launch the mentorship program. • Document and publicize the impact of the mentorship on EL success.	Spring/Summer 2014	Jan Gustafson-Corea Director of Community Affairs	Mentorship Budget	Increased Visibility of CABE throughout California
3.3.6 Implement a project management process to identify and document areas of collaborative/shared work.	• Identify all areas of shared work with organizations/entities outside of CABE. • Document this shared work and its status through the development of a partnership matrix and project management process. • Use existing and new partnerships to expand access to expertise in high need areas/topics.	May 2014	Jan Gustafson-Corea Business Services Director Director of Community Affairs Project Leads	Project Management Software	Matrix Results of Project Management Plans

3.0 Engaging Our Community for Success

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Claim/Goal #3.4 **Advocacy**	Expand our legislative, policy, and legal advocacy efforts in support of dramatically improving family and community engagement and English Learner success.

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
3.4.1 Strengthen our partnership with Californians Together and other community-based and advocacy organizations in support of legislative efforts to improve English Learner educational policy and practice and align policy and practice to the CABE COMPASS.	• Craft joint legislative agendas with CT/other CBOs. • Identify/collaborate with organizations that will assist CABE in legislative efforts. • Use COMPASS materials to promote awareness to legislators/policy makers. • Develop a protocol to contact key personnel and focus on specific advocacy targets. • Promote CABE services available to legislators' constituencies. • Identify and advocate for policies and upcoming legislature that is important to the successes of EL students.	Ongoing	Jan Gustafson-Corea Martha Zaragoza-Díaz Director of State/ Legislative Affairs	COMPASS Materials Protocol Advocacy Budget	Passage of CABE-Sponsored/Endorsed Legislation 90% of New Legislators Briefed

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Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	• Identify and recognize policy makers and legislators that support English Learner and multilingual programs. • Conduct informational briefings for new legislators and new legislative staff. • Work with our advocacy partners to include a weight for parental involvement to the API formula.				
3.4.2 Develop uniform training modules to support the establishment of strong DELACs and ELACs.	• Create a "toolkit" identifying what we mean by "powerful DELACS/ELACS" that minimally includes a written brief, a video clip, and a scripted PPT. • Conduct at least one session at the CABE 2014 Conference to showcase the toolkit. • Post the toolkit on the CABE website. • Create a trainer of trainers module on the toolkit.	Fall 2013	Jan Gustafson-Corea Director of Parent Relations CABE PDS	Development Budget	Toolkit 100% of Regional Representatives Trained 80% of Chapter Presidents Trained

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	• Identify and train a cadre of trainers in using the toolkit and in conducting trainings for DELACS/ELACS and schools, districts, and parent organizations. • Train the regional representatives and chapter presidents in using the toolkit.				
3.4.3 Deepen engagement of CABE's membership in legislative advocacy efforts.	• Train all board members in legislative advocacy/engagement practices and efforts. • Conduct virtual forums to provide legislative updates to the membership. • Conduct advocacy institutes. • Conduct meet and greet activities between legislators/politicians and the membership. • Continue to participate in Advocacy/Legislative Days. • Organize the membership to participate in various advocacy activities including personal contact with legislators that represent members of individual chapters.	Fall 2014	Martha Zaragoza Díaz Director of State/Legislative Affairs	Advocacy Budget	Members Trained Evaluations of Forums and Institutes Increased Membership Participation in Advocacy Activities

3.0 Engaging Our Community for Success
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Claim/Goal #3.5 **Membership**	Provide advocacy-oriented leadership to more fully engage and expand our membership in support of English Learner success.

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
3.5.1 Promote web-based membership support, services, and resources.	• Conduct an analysis of the gap between existing member services/resources and potential optimal services/resources needed for full CABE COMPASS membership engagement. • Outline a multi-phase expansion plan. • Identify technology partners to assist with expansion efforts and develop a plan to enlist their assistance. • Launch Phase One of the plan. • Document membership impact.	December 2013	Jan Gustafson-Corea Information Technology Manager	Expansion Funds	Phase One of Plan Implemented Results of Membership Impact Documentation

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
3.5.2 Develop a portfolio of social media communication strategies to expand support for CABE and the CABE COMPASS.	• With the assistance of a communications expert, identify targeted social media and communication strategies. • Design a development plan. • Identify potential support-ers/funders. • Launch the new strategies. • Document use and impact of the strategies.	December 2013	Jan Gustafson-Corea Information Technology Manager	Development Funds Communication Specialist	Portfolio of Strategies Results of Use/Impact Documentation
3.5.3 Establish a network of CABE high school and university clubs to support increased student self-advocacy and leadership.	• Work with at least one district and university in each CABE region to secure support for establishing two high school and two university clubs. • Partner with statewide student associations to enlist their support for the establishment of the clubs. • Seek funding to support the new clubs. • Seek approval to establish a student member position on the CABE board and once approved, facilitate the election process from the membership of the clubs.	October 2013	Director of Secondary/IHE Affairs	Funding Facilities	Established Clubs in Every CABE Region Election of a CABE Student Board Member

Claim/Goal #4.1 **Multilingual Excellence**	Showcase excellence in programs and practices for English Learners to promote multilingualism for all California students and support for multilingualism among parents, educators, and policymakers.

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
4.1.1 Highlight student multilingual success data through existing and emerging technologies.	• Include the California Seal of Biliteracy as a data element in the design of the CABE Data Dashboard template. • Use the planned CABE Data Dashboard template to identify and publicize schools and districts getting excellent multilingual academic results for English Learners, including multilingually competent students graduating ready for college-level academic work. • Inform legislators of schools/districts with excellent multilingual student achievement of these results.	Spring 2015	Jan Gustafson-Corea Director of Financial Affairs Information Technology Manager	Initial Data Dashboard Results Writer TBD Technology Resources Various Student Data Systems	Monthly Online Briefs/Webinars Monthly Student Success Stories

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	• Develop and disseminate online briefs and webinars to publicize the connections between school/district practices and the development of high levels of multilingual achievement among students. • Feature student multilingual success stories through diverse CABE media (website, newsletters, etc.).				
4.1.2 Develop and implement a district mentor process that pairs aspiring districts with districts that provide quality services and programs for English Learners.	• Include a broad range of linguistic, academic, and 21st century readiness indicators/data elements in the design of the CABE Data Dashboard template. • Use the planned CABE Data Dashboard template to identify and publicize schools and districts getting excellent academic results for ELs. • Invite the identified districts to participate in an induction program designed to prepare them as mentors to aspiring districts.	Spring/ Summer 2015	Jan Gustafson-Corea Contracted Support Provider* Researcher/ Evaluator TBD Trainers TBD CABE Board Members	Data Dashboard Template Budget to Support Incentives for Mentor Districts and Researcher/ Evaluator (Grant?) Training Facility Copies of the Materials Facilitator's Agenda & PPT	5 Districts Identified and Inducted as Mentors 5 Districts Identified and Inducted as Mentees Results of Monthly Meetings & Colloquium Confirm Mutually Beneficial Partnerships

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	• Develop a facilitator's agenda and PowerPoint for the induction training. • Establish a training schedule that includes dates, locations, audiences, and presenters. • Work with CABE staff to prepare/deliver the training materials to each presenter/site. • Conduct the training. • Solicit aspiring districts and pair them with mentor districts. • Create and conduct an orientation for mentor/mentee districts. • Facilitate monthly meetings for mentors/mentees to support collaborative learning/sharing/growth. Document ongoing process and progress. • Conduct a yearly colloquium to bring together mentor/mentee districts to share their progress and learnings and to plan next steps/goals.				

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
4.1.3 Continue to promote California's Seal of Biliteracy.	• Assist districts represented by CABE Board members to adopt and implement the California Seal of Biliteracy. • Create incentives for districts to adopt the California Seal of Biliteracy. • Secure endorsements for the California Seal of Biliteracy from potential allies and partners, and assist them in promoting the Seal among their constituents. • Include the California Seal of Biliteracy as a data element in the design of the Data Dashboard template. • Monitor and publicize data regarding the California Seal of Biliteracy (in aggregated and disaggregated forms). • Use CABE's diverse media to showcase districts adopting and implementing the Seal of Biliteracy. • Inform legislators representing schools/districts graduating students with the Seal of Biliteracy of these results.	Ongoing	Jan Gustafson-Corea Information Technology Manager	Seal of Biliteracy Data (State and District Levels) Technology Resources Funds for Incentive Program	All Board Member Districts Adopt Seal Endorsements from 10 Allies/Partners Incentive Program Established 10 Additional Districts Adopt Seal

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
4.1.4 In partnership with the College Board and UCOP, support the development of approved AP online courses in languages other than English and become an online provider of these courses for English Learners.	• Identify the priority courses and languages. • Establish a partnership agreement with the College Board and UCOP. • Determine the course development process and needed resources. • Develop the courses and supporting resources. • Train the course instructors. • Partner with at least 5 districts to provide their English Learners with access to the courses. • Publicize the courses with districts, students, and parents. • Offer the courses. • Monitor student progress and success. • Expand access to districts and English Learners statewide.	Spring 2015	TBD	Budget Resources for Course Development Scholarship Resources to Subsidize Student Course-Taking	5 Courses Developed & Approved 150 English Learners Successfully Complete One Course Each (by Summer 2016)

4.0 Accountability for Success Action Plan

Claim/Goal #4.2 **Data Dashboard**	Create a user-friendly data dashboard that promotes transparency and awareness regarding English Learner college, career, and 21st century readiness to both support best practices and create a sense of urgency for change among our parents, members, and education policymakers.

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
4.2.1 Identify what qualitative and quantitative elements we want in the CABE data dashboard.	• Develop a matrix specifying the target elements. Review the elements proposed by FS and refine it. • Conduct a feedback survey on the proposed elements and revise the matrix based on field feedback.	June 2013	Vice-President Director of Financial Affairs	Proposed Elements Draft CABE Technical Staff Time	Finalized Matrix
4.2.2 Create a user-friendly data dashboard template.	• Collaborate with someone with data dashboard technology expertise. • Build in flexibility and customizing options. • Conduct a field test. • Refine the template based on the field test results.	December 2013	Director of Financial Affairs Information Technology Manager	Budget and New Funding Sources to Support Budget Dashboard Software	Completed Template that Incorporates Field Test Results
4.2.3 Identify and engage a cohort of partner districts to field test and refine the template.	• Develop a call for partners with incentives. • Showcase the dashboard at partner conferences. • Invite potential partners to an informational meeting.	August 2014	Jan Gustafson-Corea Regional Representatives	Dedicated Staff Budget and New Funding Sources to Support Budget	Number of Partner Districts Report Findings

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	• Develop criteria/process to select partner districts from those interested. • Develop partner agreements. • Work with a steering committee from partner districts to identify implementation strategies and processes. • Document processes and stories. • Refine template based on results from partner district implementation. • Prepare a final report.				
4.2.4 Launch the data dashboard template and related CABE services, using the partner districts' stories.	• Design and conduct a convening to showcase the dashboard and the partner district stories and successes. • Develop collateral/marketing material. • Feature the template on the CABE website. • Showcase the template at BCN, CDE Accountability Conference, and other conferences.	June 2015	Jan Gustafson-Corea Partner Districts	Budget and New Funding Sources to Support Budget Software Program	Dashboard Template Interest Inquiries Marketing Tools Results of Convening

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	• Inform key legislators (Speaker of the Assembly, Senate President Pro Tempore, Chairs of policy committees, elected representatives of CABE Board Members) of CABE's data dashboard template and its use and results with school districts.				
4.2.5 Create a professional development module to train districts and community on how to use the data dashboard template in alignment with CABE Essentials.	• Identify training developers. • Identify PD components. • Develop the training agenda, PowerPoint, and participant materials. • Establish a training schedule that includes dates, locations, audiences, presenters. • Work with CABE staff to prepare/deliver the training materials to each presenter/site. • Develop a training evaluation.	March 2015	Jan Gustafson-Corea	Budget and New Funding Sources to Support Budget Trainers Training Materials Training Facilities	Number of districts using the template PD Module Number of PD sessions conducted Results of training evaluations

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
4.2.6 Train board members and chapter presidents on how to use the data dashboard template.	• Develop a facilitator's agenda and PowerPoint. • Establish a training schedule that includes dates, locations, audiences, presenters. • Work with CABE staff to prepare/deliver the training materials to each presenter/site.	April 2015	Jan Gustafson-Corea	Budget and New Funding Sources to Support Budget Trainers Training Materials Training Facilities	100% of Board Members Trained 90% of Chapter Presidents Trained
4.2.7 Create a monitoring and evaluation system to assess the success of the data dashboard system.	• Identify or create an evaluation tool and process. • Identify the researcher/ evaluator. • Develop the evaluation plan, including data collection and analysis. • Development of a report of findings.	August 2017	Jan Gustafson-Corea Director of Financial Affairs	Dedicated Staff or Contract with Research/ Evaluation Organization	Improved EL results and stronger programs in districts implementing the dashboard

Claim/Goal #4.3 **Chapter Engagement**	Design and roll out a professional development strategy for engaging CABE chapters in effectively and compellingly understanding, communicating, and enacting the CABE COMPASS accountability provisions.

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
4.3.1 Train all regional representatives and chapter officers in the CABE COMPASS and its accountability provisions, and the use of the CABE resources and materials.	• Develop a facilitator's agenda and PowerPoint. • Establish training schedule to include dates, locations, audiences, and presenters. • Work with CABE staff to prepare/deliver training materials to each presenter/site. • Conduct the training. • Conduct a six-month follow up monitoring to assess how well those trained are implementing what they learned.	Spring /Summer 2014	Jan Gustafson Trainers TBD CABE Board Members	Training Facility Copies of the Materials Facilitator's Agenda & PPT	90% of Regional Reps and Chapter Officers Trained Results of Follow Up Monitoring Demonstrate that Minimally 75% of Those Trained Are Implementing the Training
4.3.2 Create and use marketing collateral featuring the CABE COMPASS's accountability provisions and CABE's related services.	• Work with a marketing consultant and graphic designer to develop the marketing collateral.	Fall/Winter 2014	Jan Gustafson-Corea Graphic Designer Trainers TBD	Budget and Sources of New Revenue Focus Groups Copies of the Marketing Collateral	Collateral Developed 90% of Chapter Leaders Trained

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	• Develop a facilitator's agenda and PowerPoint to train all chapter leaders in marketing CABE COMPASS accountability provisions and services. • Establish a training schedule that includes dates, locations, audiences, and presenters. • Work with CABE staff to prepare/deliver the training materials to each presenter/site. • Conduct the training.		Media Consultant (Pro Bono?)	Facilitator's Training Agenda & PPT	
4.3.3 Create media spots to showcase the CABE COMPASS's accountability provisions and CABE's new services in support of accountability.	• Work with a communications expert to develop and place the media spots.	Fall/Winter 2014	Jan Gustafson-Corea Media Consultant (Pro Bono?)	Budget and Sources of New Revenue	Media Spots Developed & Placed

Claim/Goal #4.4 **Certification**	Create a two-tier CABE certification process that will promote English Learner success and accountability: Tier 1 for school/district leaders, teachers, and parents, and Tier 2 for CABE consultants/mentors.

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
4.4.1 Research other certification programs to determine what elements, components, and criteria to incorporate into each tier of the CABE certification program.	• Identify at least two certification programs to research. • Identify the quality indicator elements to address in the certification process for each tier. • Identify the program components to be developed. • Develop the success criteria to completing the certification process for each tier. • Develop the CABE Certification Program Design. • Design an electronic "badge" that those successfully completing the training can use to identify their status as CABE-certified.	Summer 2013	Francisca Sánchez CABE PDS	None	CABE Certification Program Design Developed for
4.4.2 Develop and implement the professional development training/modules to prepare each group to	• Develop the program outcomes.	Summer 2015	Francisca Sánchez	Budget Resources for Program Development	Modules Developed

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
successfully complete the certification process.	• Establish a design committee to develop/review each module. • Develop each module and the support resources. • Field test each module. • Identify the first cohort to go through the certification process for each tier. • Conduct the module training for each tier. • Conduct an assessment of the success of the training. • Solicit endorsements for the certification program from CABE's allies and partners. • Feature successful graduates through CABE's diverse media.		Approved Support Provider	Budget Resources to Subsidize Training for Cohort 1 Budget Resources for Publicity/PR	results of the Assessment Show Success Endorsements 10 CABE Mentors Successfully Complete Tier 2 30 District Leaders, Teachers, & Parents Successfully Complete Tier 1
4.4.3 Align the certification process to existing and emerging CTC authorizations.	• Identify a CTC liaison to (1) attend CTC meetings, (2) provide reports and updates to the CABE board and accountability action plan lead, and (3) with input from CABE Board/staff, provide input/feedback to CTC regarding its English Learner authorizations.	Summer 2015	Jan Gustafson-Corea Director of Secondary/IHE Affairs	Budget Resources to Support Liaison Activities	Reports & Updates to CABE Board Input/Feedback to CTC

Claim/Goal #4.5 **Staff Engagement & Leadership**	Design and roll out a staff engagement and leadership strategy for engaging CABE staff in effectively and compellingly understanding, communicating, and enacting the CABE COMPASS.

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
4.5.1 Create an office culture of quality service, support, leadership, and accountability.	• Identify professional development and leadership coaching and training for staff and ensure staff participate and put those skills into practice over time. • Support facilitation training for staff and ensure staff participate and put those skills into practice over time. • Train all staff in the CABE COMPASS and their roles and responsibilities, and the use of the CABE COMPASS resources and materials. • Implement a project management process to identify and document work progress.	Ongoing	Jan Gustafson-Corea Department/Team Heads & Staff	Leadership Coaching/Training Program(s) Facilitation Program(s) Copies of the COMPASS Materials/Resources Facilitator's Agendas & PPTs Project Management Software Knowledge Management System	100% of Staff Trained Results of Project Management Plans Baldrige Award

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	• Implement a quality service program that identifies and eliminates mistakes, reworks, breakdowns, inefficiencies, and variances. • Seek and incorporate best practices from other organizations and from CABE's own departments and teams. • Listen closely to the needs, wants, expectations, and suggestions of CABE clients, partners, members. • Create and ensure every staff member carries a wallet card with the CABE essentials. • Strive to become a Malcolm Baldrige National Quality Award winner. • Integrate CABE Compass Essentials into brief overviews at staff meetings and include in weekly "Monday Minders".				
4.5.2 Engage all staff in the development of work teams and work plans tied directly to the CABE strategic plan.	• Identify staff skills and expertise and match to skills and expertise needed to accomplish strategic plan work.	Ongoing	Jan Gustafson-Corea Department/Team Heads	Supervision/Evaluation System	Staff Work Plans Outstanding Staff Evaluations

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	• Establish work teams and plans. • Develop staff supervision and evaluation systems aligned to the CABE strategic plan.				
4.5.3 Intentionally seek alignment across CABE departments and teams that builds CABE's capacity for leadership, engagement, and accountability.	• Develop protocols and procedures for staff to provide cross-department and cross-project input, feedback, and support. • Design program evaluation processes and protocols to measure impact of staff work on successful achievement of COMPASS action plans.	Ongoing	Jan Gustafson-Corea Department/Team Heads	Protocols	Results of Program Evaluations
4.5.4 Establish and utilize an external committee or advisory board of experts, colleagues, and practitioners to provide input and feedback to staff and the Board regarding CABE's developmental work.	• Identify potential committee members and develop an invitatiional process. • Convene the committee for an orientation. • Establish a protocol for when and how to seek input and feedback. • Establish a protocol for how to incorporate input and feedback into product design and development.	August 2013	Jan Gustafson-Corea	TBD	Protocols

Claim/Goal #4.6

Budget & Fund Development

Develop multi-year budget and fund development plans to help the staff and board set realistic income goals with respect to the annual budgeting process and implementation of the CABE COMPASS; outline the strategic steps required to reach those goals, as well as board and staff responsibilities in accomplishing the plans; and identify targeted financial and strategic goals necessary to support successful COMPASS implementation.

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
4.6.1 Establish budgets, budget strategy, and fund development goals for all COMPASS action plans.	• Work with action plan leads and staff to develop a budget for each action plan. • Determine the necessary fund development goals and strategies to support each budget. • Identify board and staff fund development responsibilities. • Identify targeted financial goals necessary to support the action plans. • Revise and update the goals/plan on an as-needed basis in conjunction with revisions to the operating budget.	July 2013 and Ongoing	Jan Gustafson-Corea Director of Business Services Director of Financial Affairs	Fund Development Consultant (In Kind) Fund Development Start Up Budget	Balanced Annual Budget Five-Year Budget and Fund Development Plans 90% of Fund Development Goals Achieved

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
4.6.2 Establish a system of contract development, management, and monitoring.	• Identify staff lead(s) for contract management. • Establish and maintain a system to manage current contracts. • Develop a plan to increase contracts by at least 10%. • Evaluate customer satisfaction with CABE contract services.	July 2013 and Ongoing	Jan Gustafson-Corea Director of Business Services	Staff	10% Increase in Contract Revenue 90% Customer Satisfaction
4.6.3 Establish a system of fund solicitation strategies.	• Develop a COMPASS synthesis to use in fund solicitation and cultivation • Establish personal solicitation plans, special fund development events, direct mail campaigns, and government and foundation grant applications. • Engage Board members, executive director, and key staff in a giving program. • Engage Board members in fundraising tasks, including cultivation of donors/sponsors.	September 2013 and Ongoing	Jan Gustafson-Corea Director of Business Services Director of Financial Affairs	Fund Development Consultant (In Kind) Fund Solicitation Start Up Budget	Five-Year Fund Solicitation Plan 90% of Fund Solicitation Goals Achieved

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	• Develop and implement an enhanced communications plan re: fund development within the board and with prospects, including regular presentations at board meetings by fund development chair. • Develop plan for ongoing recruitment/training of fundraising volunteers. Recruit a minimum of ten non-board volunteers to work in fund development. • Develop new prospects for both personal solicitation campaign and direct mail solicitation; cultivate family foundations/trusts.				
4.6.4 Develop a portfolio of cultivation strategies ("making friends").	• Strengthen donor cultivation program and board and staff understanding of the purpose and process of cultivation. • Actively involve staff in special events and fundraising activities. • Design and implement a calendar of open houses and communications to add prospects to CABE's	September 2013 and Ongoing	Jan Gustafson-Corea Director of Business Services Director of Financial Affairs	Fund Development Consultant (In Kind) Fund Cultivation Start Up Budget	Five-Year Fund Cultivation Plan 90% of Fund Cultivation Goals Achieved

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	donor base and develop them to become active supporters and regular donors; and to improve relationships with current board members, donors, volunteers, and other friends of CABE to build a greater understanding of how they can help CABE achieve its mission.				
4.6.5 Conduct an annual membership drive to increase membership.	• Design the parameters of the membership drive, including incentives for different levels of membership solicitation: individual, institutional, chapter, regional. • Launch the membership drive in October 2013 and each October thereafter.	October 2013 and Ongoing	Jan Gustafson-Corea Director of Business Services Director of Financial Affairs	TBD	Membership Drive Parameters 10% Annual Increase in Individual Memberships 10% Annual Increase in Institutional Memberships
4.6.6 Maintain, monitor, and evaluate the budgeting and fund development plan and process.	• Establish a budget and fund development committee that meets 6 times a year to review the progress of the plan and, with development staff, identifies problems and solutions.	October 2013 and Ongoing	Jan Gustafson-Corea Director of Business Services Director of Financial Affairs	TBD	Established Calendars Timelines Met 90% of Goals Met

Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success & Quality
	• Establish a budget and fund development calendar. • Add a standing fund development update item to the board agendas. • Establish a process/protocol for development staff to provide financial and statistical data with which to help evaluate progress of the plan. • Strengthen coordination between the public relations and fund development committees to further support fundraising efforts. • Maintain systems for ongoing monitoring/evaluation of progress in all areas of budget and fund development.				

Notes & Reflections

If you want to bring about a fundamental change in people's belief and behavior, a change that would persist and serve as an example to others, you need to create a community around them, where these new beliefs could be practiced, expressed, and nurtured.

Malcolm Gladwell

ca|be

California Association for Bilingual Education

If all the rich and all of the church people should send their children to the public schools they would feel bound to concentrate their money on improving these schools until they met the highest ideals.

Susan B. Anthony

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