

# CABE COMPASS PROJECT WORKPLAN

Project Title		<b>#2.2 Professional Development:</b> 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.			Project Manager Elizabeth Jimenez-Salinas			
Designing for Success								
Timeline		Action Steps	Milestones/Deliverables		Lead	Assessment of Actions	Budget and recommendations	
Start	Complete		Milestone (Deliverable)	Target Date				
July 2013	On-going	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.	<ul style="list-style-type: none"> <li>Contract with an existing experienced professional development organization to launch the Professional Development Services Group.</li> <li>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</li> </ul>	July 2013  Done  Done	Elizabeth Jimenez-Salinas  Jan Gustafson -Corea	The plan for each phase has proceeded on target for both time, revenue and profitability.	Both revenue and profitability has grown each year with no initial outlay of funds by CABE.	

			<p>CABE Professional Development Services, and an expansion phase (Phase 3) where 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.</p> <ul style="list-style-type: none"> <li>• Include the design of professional development on pedagogy for board members, administrators, principals, and teachers.</li> <li>• Include the development of teacher preparation/certification professional development related to dual language education, P21, and bilingual education.</li> <li>• 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.</li> </ul>			<p>Coaching, instructional strategies, and content sessions have been offered.</p> <p>A partnership with CSUF for summer 2015 has begun exploring this</p> <p>Projections of new business have been on target, utilizing a 30% margin as a guide, using break even numbers to guide planning and implementation</p>	
July	On	2.2.2 Launch	<ul style="list-style-type: none"> <li>• Review the CABE COMPASS</li> </ul>	Done			

2013	going	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.	<p>to identify all areas of professional development called for in the COMPASS.</p> <ul style="list-style-type: none"> <li>• Conduct a needs survey at the 2013 CAFE Conference to determine the perspective of English Learner educators regarding priorities for professional development.</li> <li>• Using the results of the CAFE COMPASS review and the needs survey, develop a recommendation for a prioritized plan of professional development for Year One that is aligned to CAFE's Professional Development Framework.</li> </ul> <ul style="list-style-type: none"> <li>• Develop business and marketing plans to support the recommended professional development plan.</li> <li>• Conduct branding, advertising, and prospecting activities in support of the professional development plan.</li> <li>• Develop training materials and templates to support</li> </ul>	Done		<p><i>Completed evaluation forms from sessions offered as well as "come back" requests to work with the same districts indicate a high level of satisfaction with services offered.</i></p> <p><i>Marketing and business plans are now updated for 2015-2016</i></p> <p><i>Logo created and marketing brochure and flyers created and disseminated on line, in</i></p>	
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			the Year One professional development plan.			<i>personal and via email blast.</i>	
		2.2.3 Launch Phase 2/Growth of the Professional Services Plan in order to conduct the Year One professional development events.	<ul style="list-style-type: none"> <li>Identify, recruit, and induct a cadre of Year One trainers.</li> <li>Recruit and contract with client districts and entities.</li> <li>Begin the Year One professional development activities.</li> <li>Begin the process of implementing the Mentor Certification Process described in Action Plan 4.4.</li> <li>Design the Year Two professional development plan and conduct the necessary development and marketing activities in support of that plan.</li> </ul>	<p>Done</p> <p>Done</p> <p>Done</p> <p>This is rolled over to Phase III</p> <p>Done</p>		<i>In year one consultants contracted for this work were well-known in the field, reducing risk and the necessity for induction.</i>	
July 2015		2.2.4 Launch Phase 3/ Expansion of the Professional Services Plan.	<ul style="list-style-type: none"> <li>Design the Year Three+ professional development plan and conduct the necessary development and marketing activities in support of that plan.</li> <li>Conduct outreach presentations at other organizations' conferences and events, set up email blasts, disseminate regular e-newsletter articles, and make "sales calls"/visits to districts to generate business.</li> <li>Develop and grow the sale of CABA publications.</li> <li>Provide CABA COMPASS-aligned</li> </ul>	<p>See Phase III plan</p> <p>We have presentation proposal out to 5 organiz. Also ,working with Laurie Nesrala to include items in the Blog</p> <p>Phase III gift certificate campaign</p> <p>We successfully</p>		<i>CABA PDS is on the conference program for ACSA and Latino School Brds Assoc. Working in association with CALTOG for PD</i>	

			<p>curriculum development services for a fee to publishers of instructional materials.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Develop a CAFE 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.</p>	<p>provided review of materials for one company. More discussion is needed by the board to determine the parameters for this work.</p> <p>To be further developed with new PDS director</p> <p>We are working with the Leadership and Legacy project</p>		<p><i>offerings</i></p> <p><i>We provided 2 workshops for Library staff in DLI schools. VERY well received. We are planning to offer more (see plan for regional conferences) including front office staff.</i></p>	
		<p>2.2.5 Create a culture of quality service and support to our schools, districts, and communities through an accountable professional development system.</p>	<ul style="list-style-type: none"> <li>• Enact performance management systems in CAFE focused on ensuring we provide quality professional development services.</li> <li>• Design professional development evaluation processes and/or</li> </ul>	<p>In addition to completing evaluations, training provided to districts include Follow up discussions to determine efficacy</p> <p>To be done</p>		<p><i>Consider a more systematized follow-up survey to be sent to each participant or school/district</i></p>	

			protocols to measure the impact on student access and achievement of our professional development activities.				
On going	On going	2.2.6 Maintain our regional and annual conference structure with targeted focus on timely and relevant professional development.	<ul style="list-style-type: none"> <li>• Continue to work through the established conference committee structures to plan and conduct regional and annual conferences.</li> <li>• Work with the CABA president and board to establish conference themes and identify major speakers.</li> <li>• Develop an input/feedback loop to solicit member perspectives on timely and relevant professional development topics/issues.</li> </ul>	Done	Delma Chwilinski	The regional conference institutes were very well attended, well received and profitable. We will expand to invite sponsors of sessions to augment \$	
				To be included in Blog	Jan Gustafson -Corea		

# CABE COMPASS PROJECT WORKPLAN

Claim/Goal #3.1 <b>Family/Community Engagement</b>		#3.1 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.		Project Manager  Maria Villa		Assessment	Additional Funds  \$\$
Timeline		Action Steps	Milestones/Deliverables		Lead		
Start	Complete		Milestone (Deliverable)	Target Date			
July 2013	On-going	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.	<ul style="list-style-type: none"> <li>• Identify various parent, community, and educational organizations at state, district, school, and community levels.</li> <li>• 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.</li> <li>• Develop a facilitator's agenda and PowerPoint.</li> </ul>	<p style="text-align: center;">Done</p> <p style="text-align: center;">On-going</p>	<i>Maria Villa, Jan &amp; Board</i>	<ul style="list-style-type: none"> <li>• Organizations identified are: CTA, PTA, ACSA, CSBA, CLSBA, Several LEAs, Mexican entities, and Consulates, Families in Schools, PICO, NCLR, Ed Trust West,</li> <li>• CABE Compass has been prioritized to be scheduled for presentations specifically at each CABE Regional and</li> </ul>	

			<ul style="list-style-type: none"> <li>• Train CAPBE leaders to deliver the briefings.</li> <li>• Establish a professional development schedule that includes dates, locations, audiences, presenters.</li> <li>• Work with CAFE staff to prepare/deliver the sessions <i>and identify how it can be integrated through Project 2INSPIRE</i></li> <li>• Work with CAFE P2I staff to integrate an overview of the CAFE compass at P2I orientation meetings and to establish the commitment that CAFE has toward the full engagement of parents in their children’s education and the school community.</li> </ul>	<p>Revamped</p> <p>Completed and on-going</p> <p>Fall 2015</p> <p>Fall 2015</p>	<p>Annual Conference. It has been integrated into presentations and conversation with several of the organizations mentioned above.</p> <ul style="list-style-type: none"> <li>• A presentation has been created in English and Spanish to share the information on the CAFE compass.</li> <li>• CAFE is currently dormant. Staff and Board members have stepped in to provide briefings and presentations,</li> <li>• CAFE staff has been provided with</li> </ul>	
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						professional development and support in their understanding of the CABE Compass and its significance and integration in their areas of work.	
September 2013	June 2018	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.	<ul style="list-style-type: none"> <li>•Partner with AVID, Puente, and MESA to design and conduct Parent Orientation sessions on college readiness and a college-going culture.</li> <li>• Partner with 3-6 districts to phase in the development of individual College, Career, &amp; 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.</li> <li>• In collaboration with CSBA, promote academic</li> </ul>	On-going	Jan, Maria Villa	<ul style="list-style-type: none"> <li>•Two modules have been created through Project 2 INSPIRE on goal setting and college readiness and college going culture.</li> <li>•Staff presented and distributed information reading college preparation at UC San Diego, CSU Long Beach, Univision Education Fair, Ventanilla de educacion and at the Mexican</li> </ul>	In order to implement the action steps to their entirety, 2-3 staff members would need to be hired to focus on the development of these partnerships with specific organizations to set up trainings and the partnership with 3-6 districts and other organizations.

			<p>policies that include the UC/CSU A-G course sequence and improve access to advanced study for all English Learners.</p>		<p>Consulate in LA,</p> <p>CABE provided professional development to the Migrant Education State Board over a series of 10 weeks.</p> <p>CABE provides specific and on-going training on college going preparation and culture via Project 2 INSPIRE leadership development program.</p> <p>Need to collaborate with Martha ZD, Director of Secondary and IHE and Director of Community Affairs to build partnership with CSBA for UC/CSU A-G course</p>	
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						<p>sequence and advance study for ELs.</p> <p>CABE Board and consultant have contributed to the University State Seal of Biliteracy committee to align to High School Seal of Biliteracy.</p>	
July 2013	June 2018	3.1.3 Create tools and protocols to support increased parent, family, and community engagement at state, district, school, and community levels.	<ul style="list-style-type: none"> <li>• Collaborate marketing specialist to create media spots to showcase the tools and protocols and collaboration/engagement opportunities.</li> <li>• Work with CABE chapters to assist them in developing plans to respond to local community needs.</li> <li>• Conduct CABE Back to School Nights for parents, families, and the</li> </ul>	On-going	Maria Villa, Jan	<p>CABE has a firm and ongoing partnership with state PTA, however, we do not feel that it is appropriate at this time to design tools collaboratively.</p> <ul style="list-style-type: none"> <li>•The CABE technology and P2I teams have worked together to use in house</li> </ul>	

			<p>community.</p> <ul style="list-style-type: none"> <li>• Work with CABE technical staff to establish the 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.</li> </ul>		<p>technology resources (such as Social Media and digital technology) to create video clips and other resources.</p> <p>P2I provides Back to School night orientations, tabling and support to the majority of the schools that we have P2I contract with in order to reach more parents, families and the community.</p> <p>CABE Staff showcases parent engagement and leadership opportunities on a daily basis on the CABE Facebook page and invites parents and schools to</p>	
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						<p>contribute and respond.</p> <p>Laurie Nesrala, Jesse Acosta and Norma Rocha have created an online blog/newsletter that will provide additional opportunities for electronic posting and sharing.</p>	
July 2013	June 2018	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	<ul style="list-style-type: none"> <li>• Implement P2I program and training in the i3 districts (4) and schools (10).</li> <li>• Engage in on-going research and evaluation of P2I program through the i3 grant and other grants.</li> <li>• Develop promotional materials and activities.</li> <li>• Develop a plan to disseminate this information through various media.</li> </ul>	On -going	Maria Villa	<ul style="list-style-type: none"> <li>• See Annual Progress Report for the I3 grant programmatic and evaluation goals.</li> <li>• Brochures, newsletters, website and training modules are created and updated regularly.</li> <li>• A family</li> </ul>	

		for English Learners and more engaged in a transformative process with the schools.	<ul style="list-style-type: none"> <li>• Develop a family engagement professional development program for teachers and administrators that complements and supports Project 2-INSPIRE.</li> <li>• Place these items on the CAFE webpage with a parent/ community tab.</li> <li>• Develop evaluation for Information posted on the CAFE webpage.</li> </ul>			<p>engagement professional development program for teachers and administrators that complements and supports Project 2-INSPIRE has been developed and presented at LEAs and CAFE Conferences.</p> <ul style="list-style-type: none"> <li>•Project 2INSPIRE maintains and updates their webpage and Facebook page on a regular basis. Training materials are not uploaded to the website to protect copyright and program fidelity.</li> </ul>	
July 2015	June 2018	3.1.5 Expand the Plaza Comunitaria program across	•Work with the Mexican Consulate to secure support			•CAFE has provided Plaza Comunitaria to	

		the state.	<p>for establishing two additional Plazas Comunitarias, one in Northern California and one in the Central Valley.</p> <ul style="list-style-type: none"> <li>• Partner with districts, county offices of education, and/or CBOs/IHEs to secure dedicated space for the Plazas.</li> <li>• Seek funding to support the new Plazas.</li> </ul>		<p>the Spane Park Center in Paramount for 4 years and continues to maintain the program providing primaria, secundaria y preparatoria.</p> <ul style="list-style-type: none"> <li>•CABE works in collaboration with IME/INEA and the Mexican Consulate to support Plazas Comunitarias.</li> <li>•CABE applies every year for an IME Beca to support our Plaza Program.</li> <li>•CABE is exploring an expansion of our Plaza Comunitaria program in partnership with INEA and IME Becas.</li> </ul>	
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					<p>•The expansion plan includes, contracting with districts to provide Plaza Comunitaria facilitation through CAFE, providing a TOT to districts and program facilitators on the implementation of Plaza Comunitarias, and promoting Plazas Comunitaria to all P2I participants, schools and district to grow programs throughout the state.</p> <p>Through new partnership with Mexcio and INEA, increased funding will be requested.</p>	
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# CABE COMPASS PROJECT WORKPLAN

Claim/Goal #3.3 <b>Strategic Partnerships</b>		#3.3 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.		Project Manager  Enrique Gonzalez	Assessment	Additional Funds  \$\$
Timeline		Action Steps	Milestones/Deliverables		Lead	
Start	Complete		Milestone (Deliverable)	Target Date		
Ongoing	Ongoing	<i>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.</i>	<ul style="list-style-type: none"> <li>• <i>Develop facilitators' agendas and PowerPoints for a professional development series (workshops, webinars) that targets teachers, administrators, parents.</i></li> <li>• <i>Develop a suite of supporting resources.</i></li> <li>• <i>Establish a training schedule that includes dates, locations, audiences, presenters.</i></li> <li>• <i>Work with CABE and CDE staff to prepare/deliver the training materials to each presenter/site.</i></li> <li>• <i>Roll out the training.</i></li> </ul>			<p>We are building relationships at the CDE to establish the possibility of this focus area. (meeting with Torlakson, Lupita Ortiz-Alcala, Karen Caidero Kaplan, Elena Farjado, Veronica Aguila, Gustavo Gonzalez</p> <p>•We have built a strong</p>

						relationship with CDE for their presence and participation at CABE annual conferences.	
July 2014	Present	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.	<ul style="list-style-type: none"> <li>• Identify those existing chapters at the university level to assist in establishing new chapters.</li> <li>• 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.</li> <li>• Develop a joint CABE/IHE action plan for each selected project and identify the project leads.</li> <li>• Launch the projects.</li> <li>• Document and publicize the process and results.</li> </ul>			<ul style="list-style-type: none"> <li>• Have established a key partnership with CSU East Bay to implement P2I for the past 3 years</li> <li>• Working closely with the University Seal of Biliteracy Group</li> <li>• Incorporated IHEs into CABE Annual Conference—workshops, institutes, university visits</li> </ul>	
Pending	Pending	3.3.3 Collaborate with IHE department	<ul style="list-style-type: none"> <li>• Utilize the CABE COMPASS and Toolkits to clearly communicate to IHEs the skills needed for ELs to be fully engaged and successful</li> </ul>				

		heads to review and enhance preservice teacher programs.	<p>21st century learners.</p> <ul style="list-style-type: none"> <li>• Establish CABE Chapters with IHE teacher education programs.</li> <li>• Hold workshops/institutes at CABE conferences for university/preservice students.</li> <li>• 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.</li> <li>• Launch the action plan.</li> <li>• Document and publicize the results.</li> <li>• Design efforts to connect the P21 initiative to opportunities to "grow our own" bilingual teachers.</li> </ul>				
Pending	Pending	<i>3.3.5 Annually adopt a service and/or civic organization and provide mentorship to grow their advocacy for and support</i>	<ul style="list-style-type: none"> <li>• Develop a plan to select organizations to mentor.</li> <li>• Develop a protocol/briefing process to recruit mentee organizations.</li> <li>• In support of recruitment efforts, develop multimedia materials including testimonials from successful</li> </ul>				

		<i>of CAFE and the CAFE COMPASS, and to make CAFE more visible in the community.</i>	<p>EL students.</p> <ul style="list-style-type: none"> <li>• Identify COMPASS priorities to most benefit from these mentorships.</li> <li>• Work with CAFE technical staff to establish the electronic space and processes for mentor/mentee sharing of resources.</li> <li>• Launch the mentorship program.</li> <li>• Document and publicize the impact of the mentorship on EL success.</li> </ul>				
Pending	Pending	<i>3.3.6 Implement a project management process to identify and document areas of collaborative/ shared work.</i>	<ul style="list-style-type: none"> <li>• Identify all areas of shared work with organizations/entities outside of CAFE.</li> <li>• Document this shared work and its status through the development of a partnership matrix and project management process.</li> <li>• Use existing and new partnerships to expand access to expertise in high need areas/topics.</li> </ul>				
April 2015	Present	<i>3.3.7 Create a partnership between CAFE and international organizations that establishes avenues for</i>	<ul style="list-style-type: none"> <li>• Establish funding sources to support the advancement of language programs through CAFE (Spanish, Chinese, Tagalog, Vietnamese, etc.).</li> <li>• Establish student and</li> </ul>			Established a relationship with Baja California's Sistema Educativo Estatal (SEE) to promote	

		interchanges and collaborations between programs along with revenue growth and development for the organization.	educator opportunities for cultural and study exchanges and the funding resources to support this project through scholarships and grants.			<p>collaboration amongst teachers students and administrators on both sides of the border to benefit mobile student populations between the California's.</p> <p>Some of the activities include:</p> <p>Meetings SEE Secretary.</p> <p>Participation of SEE in regional conferences with presentations and participation of teachers 30+</p> <p>Tour of SEE Schools in Tijuana for California Educators</p> <p>Tour of</p>	
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						<p>Bilingual programs in San Diego for 30+ SEE Educators</p> <p>Google Apps for Education Training in Spanish for California Teachers 30+</p> <p>Established a relationship with the Institute for Mexicans abroad (IME) in Mexico City to create various education partnerships with a variety of Mexican public, nonprofit and private Institutions for the benefit of English Learners in California.</p>	
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April 2015	Present	4.6.3 Establish a system of fund solicitation strategies.	<ul style="list-style-type: none"> <li>Seek opportunities for grants and fund development</li> </ul>			<p>Developing a work plan and strategy to approach corporations to sponsor CABE's regional or annual conferences, as well as specific programs or events throughout the year.</p> <p>The idea is to tailor to corporations goals and areas of interest to allow them the opportunity to gain recognition in the community while providing funds for CABE's programs to augment reach and impact with EL teachers and students</p>	
April 2015	Present	4.6.4 Develop a portfolio of	<ul style="list-style-type: none"> <li>Increase the number of CABE Partners</li> </ul>			Began establishing	

		<p>cultivation strategies (“making friends”).</p>	<ul style="list-style-type: none"> <li>Build and maintain a network of partnerships with corporations, foundations, individuals, and partner organizations for fund development and programmatic purposes.</li> </ul>			<p>new relationships on behalf of CAFE with private and philanthropic institutions in California and Mexico, to make them aware of CAFE and its footprint in California’s school system, EL students and teachers. Some this institutions include: Banks, local governments and school districts foreign governments and institutions such as Mexican Consulates, SEE in Baja California, IME, SEP, INEA, COLBACH, UNAM, Bansefi, Proyecta 100mil among others</p>	
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<b>Project Title</b> Cardinal Point #3  Engaging Our Community for Success		<b>Claim</b> Claim/Goal #3.5.  <b>Membership:</b> Provide advocacy-oriented leadership to more fully engage and expand our membership		<b>Project Manager</b> Stanley A. Lucero	<b>Assessment</b>	<b>Additional \$\$</b>
Timeline		Action Steps	Milestones/Deliverables		Lead	
Start	Complete		Milestone (Deliverable)	Target Date		
September 2014	Ongoing	<b>3.5.1 Promote web-based membership support, services, and resources.</b>  a. Conduct an analysis of the gap between existing member services & resources and potential optimal services & resources needed for full CABE COMPASS membership engagement. b. Outline a multi-phase - expansion plan. c. Identify technology partners to assist with expansion efforts and develop a plan to enlist their assistance. d. Document membership impact. e. Provide regions, chapters and affiliates with webpage access to post and update information on their respective webpage on the CABE website. f. Set up region, chapter, and affiliate displays at major CABE events	a. CABE Regional Representative basecamp project has been established online. 45 CABE Leaders are currently participating. CABE ZeeMap has information posted regarding current active CABE chapters and affiliates. b. CABE website log in process needs to be established and go online. The CABE Board will discuss how the CABE office can support chapters and affiliates. c. Norma Rocha is working with a CABE team on the CABE website. d. 2014-2015 CABE Membership Report in progress to be submitted at June 2015 Board Meeting.	x	Stanley Lucero	See Milestone column

		<p>g. Select documents, reports, links, webinars, videos, etc. to be accessed by CABE members who establish a CABE account with a user name and password.</p> <p>h. Provide webpage access rights based on CABE duties: Staff; Board, Region Reps, Affiliate Officers, Chapter Officers, etc.</p>	<p>The report is currently being updated as information is received. Projected completion date Aug 2015.</p> <p>e. Websites already established: Two-Way CABE; CABTE; Fresno Madera; Pepperdine University; and Project 2 Inspire. The websites are linked to CABE ZeeMap</p> <p>f. This topic needs to be addressed by the State Board to offer all chapters a free display table at the State Conference and the Regional Conferences.</p> <p>g. Website log in process has not been established. This item will be addressed when the log in process is about to go online.</p> <p>h. Log in process not yet online</p>				
September 2014	Ongoing	<p><b>3.5.2 Develop a portfolio of social media communication strategies to expand support for CABE and the CABE COMPASS.</b></p> <p>a. With the assistance of communications expert, identify targeted social media and communication strategies.</p> <p>b. Identify Potential supporters/Funders.</p> <p>c. Launch the new strategies.</p> <p>d. Document use and impact of the strategies</p>	<p>a. CABE ZeeMap, CABE Regional Representatives basecamp project, CABE Facebook page, closed Facebook group CABE MEMBERS ALL REGIONS, and closed Facebook group PROYECTO 2 INSPIRE.</p> <p>b. In progress</p> <p>c. Items listed in “a” above are online</p> <p>d. 2014-2015 CABE</p>			See Milestone column	

			Membership Report				
September 2014	Ongoing	<p><b>3.5.3 Establish a network of CABE high school and university clubs to support increased student self-advocacy and leadership.</b></p> <p>a. Work with at least one district in each CABE region to secure support for establishing two high school and two university clubs per district.</p> <p>b. Write up sample bylaws for student clubs</p> <p>c. For high school clubs start with Seal of Biliteracy candidates and future bilingual teachers</p> <p>d. For University clubs start with Seal of Biliteracy recipients, CABE scholarship recipients, and future bilingual teachers.</p> <p>e. Long term goal: Organize a student club aligned with each CABE chapter.</p> <p>f. Partner with statewide student associations to enlist their support for the establishment of the clubs.</p> <p>g. Seek funding to support the new clubs.</p> <p>h. Ask each student club to select a representative for the statewide CABE Clubs.</p> <p>i. 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</p>	<p>a. We have two CABE chapters at the University level. However, neither chapter has submitted their Chapter Officer Update forms.</p> <p>b. Initial draft of student bylaws posted on CABE Regional Representatives</p> <p>c. Some chapters are starting to publically recognize and honor the local Seal of Biliteracy recipients. I recommend that Seal of Biliteracy recipients be targeted for CABE scholarships. The CABE Teachership Awards are designed to provide assistance to future bilingual teachers. The Fresno Madera Chapter has chosen to award scholarships to student enrolled in a bilingual credential program.</p> <p>d. A statewide committee has been organized by California Together to promote a University Seal of Biliteracy to be placed on the university degree. The 2014-2015 CABE Membership Report will include the names of all CABE scholarship recipients</p>			See Milestone column	

			<ul style="list-style-type: none"> <li>e. A discussion has been started on CABE Regional Representatives.</li> <li>f. To be addressed</li> <li>g. To be addressed</li> <li>h. To be addressed</li> <li>i. Need to discuss a motion to the State Board to establish CABE Student Representatives.</li> </ul>				
September 2014	Ongoing	<p><b>3.5.4 Assess &amp; reorganize chapter, affiliate and membership lists and update the process for membership.</b></p> <ul style="list-style-type: none"> <li>a. Increase CABE membership to 4000</li> <li>b. Assign all CABE members to a chapter with the option to select a different chapter</li> <li>c. Give all CABE members the option to select affiliates</li> <li>d. Establish a virtual chapter for out of state CABE members and geographically isolated CABE members</li> </ul>	<ul style="list-style-type: none"> <li>a. All participants at the CABE 2015 were offered a complimentary 12 month CABE membership. The expiration dates are in the process of being updated on SmartReg</li> <li>b. All CABE members are assigned to the nearest chapter on Smart Reg</li> <li>c. A sample letter to be sent to CABE members informing them of their chapter affiliation and option to select a different chapter has been designed.</li> <li>d. We still need to discuss the idea of a virtual chapter for out of state CABE members at a Board meeting.</li> </ul>			See Milestone column	

# CABE COMPASS PROJECT WORKPLAN

Claim/Goal 3.4 Advocacy		3.4 Expand our legislative, policy, and legal advocacy efforts in support of dramatically improving family and community engagement and English Learner success.	Project Manager Martha Zaragoza Diaz		Assessment	Additional Funds \$\$
Timeline		Action Steps	Milestones/Deliverables		Lead	
Start	Complete		Milestone (Deliverable)	Target Date		
July 2013	June 2014 2015 2016 2017 2018	<p><b>3.4.1 Strengthen our partnership with Californians Together and other community-based and advocacy or organization in support of legislative efforts to improve English Learner education policy and practice and align policy and practice to the CABE COMPASS.</b></p> <ul style="list-style-type: none"> <li>Craft joint legislative</li> </ul>	<p>1. Joint sponsorship of legislative bills (CALTOL, CABE and other CBOs).</p> <p>2. Governor signatures on legislative bills.</p> <p>3. LCAP template includes actions that define increased and improve services to ELs</p> <p>4. Recommendations to regulations made to SBE</p> <p>5. The regulations includes a clear definition which defines core services for ELs</p>	<p>Done</p> <p>Feb. 2014</p> <p>Oct.-Nov. 2014</p> <p>March 2014</p> <p>Jan. 2014</p> <p>Jan. 2014</p>	<p>Martha Z. Diaz/Le g. Committee</p>	<p>SB 725</p> <p>SB1174—signed in 2014</p> <p>LCAP work ongoing</p> <p>SBE work ongoing</p> <p>Continued advocacy on evaluation rubrics to emphasize ELS</p> <p>1. Created DELAC/ELAC tool kit.</p> <p>2. DELAC Regional Workshops</p>

		<p>agendas with CT and other CBOs.</p> <ul style="list-style-type: none"> <li>• Identify and collaborate with organizations that will assist CABE in its legislative efforts.</li> <li>• Use the COMPASS materials to promote awareness to legislators and policy makers.</li> <li>• Develop a protocol to contact key personnel and focus on specific advocacy targets.</li> <li>• Promote CABE services available to legislators' constituencies.</li> <li>• Conduct informational briefings</li> </ul>		<p>Revamped</p> <p>Completed and ongoing</p> <p>Fall 2015</p> <p>Fall 2015</p>	<p>conducted.</p> <p>Collaborated regularly with Cal Tog, CTA, ACSA, CSBA, Advocate Coalition,</p> <p>Process for contacting key personnel created and followed by Martha Zaragoza Diaz and Californians Together</p> <p>On going</p> <p>On going in partnership with Californians</p>	
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		<p>for new legislators and new legislative staff.</p> <ul style="list-style-type: none"> <li>• Work with our advocacy partners to include a weight for parental involvement to the API formula.</li> </ul>				<p>Together.</p> <ul style="list-style-type: none"> <li>•Contributing to the LCAP Evaluation Rubric for parental involvement and engagements.</li> </ul>	
11/13	Present	<p><b>3.4.2 Develop uniform training modules to support the establishment of strong DELACs and ELACs for the purposes of LCFF implementation.</b></p> <ul style="list-style-type: none"> <li>• Create a “toolkit” identifying what we mean by “powerful DELACS/ELACS” that minimally</li> </ul>	<ol style="list-style-type: none"> <li>1. Created DELAC/ELAC tool kit.</li> <li>2. DELAC Regional Workshops conducted.</li> </ol>			<p>Created in 2014 and implemented in dozens of school districts.</p> <p>Provide workshops at annual and regional conferences.</p> <p>Included DELAC training materials in P2I curriculum</p>	

		<ul style="list-style-type: none"> <li>includes a written brief, a video clip, and a scripted PPT.</li> <li>• Conduct at least one session at the CABE 2014 Conference to showcase the toolkit.</li> <li>• Post the toolkit on the CABE website.</li> <li>• Create a trainer of trainers module on the toolkit.</li> <li>• Identify and train a cadre of trainers in using the toolkit and in conducting trainings for DELACS/E LACS and schools, districts, and parent</li> </ul>				Completed	
						Completed	
						Completed	
						Completed	
						Completed	
						Completed	





		<p>meet and greet activities between legislators/ politicians and the membership.</p> <ul style="list-style-type: none"> <li>• Prepare questions to be used by chapters for elective office candidates.</li> <li>• Continue to participate in Advocacy and Legislative Days.</li> <li>• Organize the membership to participate in various advocacy activities including personal contact with legislators that represent members of individual</li> </ul>				<p>On-going</p> <p>In progress</p> <p>On-going</p>	
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		<p>chapters.</p> <ul style="list-style-type: none"> <li>• Identify and advocate for policies and upcoming legislature that is important to the successes of EL students.</li> <li>• Identify and recognize policy makers and legislators that support English Learner and multilingual programs.</li> </ul>				On-going	
						On-going	
						On-going	
						On-going	

DATE: June 14,2015  
TO: CAFE Board  
FROM: Claudia Lockwood, Multilingual Excellence Consultant  
RE: Work Plan Progress

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Thank you to the CAFE Board and Jan Gustafson-Corea for this opportunity to continue to continue to this very rewarding and important work. Listed below are the major areas addressed in the work plan this year. I have also attached the revised work plan with ongoing and completed work.

Items 4.1.1 and 4.1.7: The list of two-way bilingual programs was completed and delivered to Velazquez Press where an interactive map of the over 400 identified programs was created. This project has been very well received. Next steps include developing a process for ongoing updates as new programs are identified.

Items 4.1.2 and 4.1.3 In researching exemplars for best practices and exemplary programs, we have identified the research-based Sobrato Early Academic Literacy (SEAL) programs as containing the elements that provide the most promise. Accordingly, we have entered into a cooperative working partnership with SEAL under Dr. Laurie Olsen's directorship. Future work on these two items will focus on disseminating the design principles of SEAL and providing possible incentives to districts that demonstrate success in their adoption. We will also focus on assisting in SEAL outreach.

Item 4.1.5: I have worked with Californians Together on furthering the Seal of Biliteracy and advancing it into the postsecondary arena. I have attended county office of education meetings and celebrations to inform the process of showcasing programs in place and expansion of future programs. I also assisted in the reading process of applications for the Multiple Pathways to Biliteracy Award

Item 4.1.7: Four priority areas of work in cooperation with Californians Together include the following:

1. The development of the previously mentioned list of two-way bilingual education programs.
2. The English Learner Leadership and Legacy Initiative through which future leaders will participate in a three-day institute in February 2016 followed by three years of mentoring for English Learner advocacy.
3. Participation in the development of a University Seal of Biliteracy.

4. Participation in the initial meeting regarding the Lara initiative and any future work that is identified in this area.

I have appreciated the opportunity to participate in various activities with the goal of furthering our efforts to develop Multilingual Excellence. These include the visit to the S. E. E. in Baja California and attendance at the Bilingual Coordinators Network meetings. These activities provide important background knowledge and context for our work. I look forward to the expanded and expanding work plan and to our continued work together.

# CABE COMPASS PROJECT WORKPLAN

Claim/Goal 4.1 Multilingual Excellence		4.1 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. 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.	Project Manager  Claudia Lockwood	Assessment	\$\$ needed
Timeline		Action Steps	Milestones/Deliverables		
Start	Complete		Milestone (Deliverable)	Target Date	
October 2014	September 2016	4.1.1. Highlight student success data through existing and emerging technologies. <ul style="list-style-type: none"> <li>• Use CABE's diverse media to showcase student success, such as CABE Webpage, Facebook group on Seal of Biliteracy students and Seal of Excellence schools</li> </ul>	<p style="color: red;">Work with Laurie Nesrala on highlighting programs and students in monthly blog.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>12/15</p>	<p>In process</p> <p>Many postings completed on Facebook and Webpage</p>

		<ul style="list-style-type: none"> <li>• Include the California Seal of Biliteracy as a data element in the design of the CAFE Data Dashboard template.</li> </ul>	<p>CABE Board members and selected field members</p> <p>Consult with Ramon Zavala</p>	12/15	In process	
		<ul style="list-style-type: none"> <li>• Use the planned CAFE 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.</li> </ul>	<p>Multilingual success schools and districts are identified.</p> <p>Criteria are set for indicators of excellence, by consulting rubric for CAFE Seal of Excellence, to check for alignment to vision and essentials.</p> <p>Research other existing criteria</p> <p>Process is established for schools and districts identified to inform</p>	3/16		
				6/15	completed	
				6/16		

		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>• Inform legislators of schools/districts with excellent multilingual student achievement of these results</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>• 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.</li> </ul>	<p>legislators.</p> <p>Collaborate with Californians Together, Sobrato Early Literacy, and 2-Way CAFE to develop process.</p> <p>Online briefs and webinars are developed and rolled out</p> <p>Work with Laurie Nesrala and Sobrato Early Academic Literacy to identify and to develop case studies and prepare for dissemination.</p> <p>Student multilingual success stories appear in CAFE website, newsletters, and other media.</p> <p>Identify individual students in collaboration with CAFE Board members, Sobrato</p>	<p>6/16 and ongoing</p> <p>1/16 and ongoing</p>		
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		<ul style="list-style-type: none"> <li>Feature student multilingual success stories through diverse CABE media (website, newsletters, etc.).</li> </ul>	<p>Early Academic Literacy, and other selected CABE members .</p> <p>Launch prior to CABE 2016</p> <p>Collaborate with Laurie Nesrala</p>			
April 2015-	ongoing	<p>4.1.2 Support/endorse the systemic approach to bilingual education instructional reform of <i>Sobrato Early Academic Literacy</i> as one that makes teaching and learning a public collaboration within classrooms, across classrooms, across schools, and in the community. The principles will respond to the following elements that will help stakeholders:</p> <ul style="list-style-type: none"> <li>Know what powerful teaching and</li> </ul>	<p>Work with Laurie Olsen to provide information to CABE Board and develop linkages to this element of the strategic plan</p> <p>Develop a set of CABE/SEAL aligned design principles in collaboration with Laurie Olsen and</p>	September 2015	12/15	In process—building connection with SEAL project and investigating others.

		<p>learning for English Learners look like and see it exhibited regularly in and out of school.</p> <ul style="list-style-type: none"> <li>▪ Know what to do to produce consistently high quality learning results for English Learners.</li> <li>▪ Hold each other responsible for high quality teaching and learning for English Learners.</li> <li>▪ Expect that for English Learners work is not done until it meets publicly agreed-upon standards of quality. <ul style="list-style-type: none"> <li>▪</li> </ul> </li> <li>• Work together</li> </ul>	<p>Sobrato staff</p> <p>Disseminate design principles through website and other media working with Laurie Nesrala</p> <p>Develop a system for districts to share successful implementation of design principles (CABE conferences, social networking, regional events)</p> <p>Establish online focus groups consisting of stakeholders (teachers, students, parents and administrators) to provide input on indicators of excellence for English Learners</p>	<p>2/16 and ongoing</p> <p>6/16 and ongoing</p> <p>6/16 and ongoing</p>	<p>In process</p>	
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		<p>to create environments of high intellectual performance throughout the school and community</p> <ul style="list-style-type: none"> <li>•</li> <li>.</li> <li>▪</li> </ul>				
Upon completion of Data Dashboard	May 2017	<p>4.1.3 Develop and implement a district mentor process that pairs aspiring districts with districts that provide quality services and programs for English Learners.</p> <ul style="list-style-type: none"> <li>• Use the indicators of excellence to identify mentoring districts.</li> <li>• Include a broad range of linguistic, academic, and 21<sup>st</sup> century readiness indicators/data elements in the design of the CABE Data</li> </ul>	<p>Schools and districts getting excellent multilingual academic results for English learners are identified.</p> <p>Application process is developed, including commitment from both the aspiring district and the mentoring district that focuses on promoting multilingual excellence.</p> <p>Facilitator's agenda and PowerPoint is developed for the induction training.</p>	12/17		

		<p>Dashboard template.</p> <ul style="list-style-type: none"> <li>• Invite the identified districts to participate in an induction program to prepare them as mentors to aspiring districts.</li> <li>• Develop a facilitator's agenda and PowerPoint for the induction training.</li> <li>• Establish a training schedule that includes dates, locations, audiences, and presenters.</li> <li>• Work with CAFE staff to prepare and/or deliver the training materials to each presenter/site.</li> <li>• Conduct the training.</li> <li>• Solicit aspiring districts and pair</li> </ul>	<p>Induction is conducted.</p> <p>Orientation is conducted.</p> <p>Monthly meetings begin.</p> <p>These will be conducted through webinars</p> <p>Colloquium is conducted.</p>			
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		<p>them with mentor districts.</p> <ul style="list-style-type: none"> <li>• Create and conduct an orientation for mentor/mentee districts.</li> <li>• Facilitate monthly meetings for mentors/mentees to support collaborative learning/sharing/growth. Document ongoing process and progress.</li> <li>• Conduct a yearly colloquium to bring together mentor/mentee districts to share their progress and learnings and to plan next steps/goals.</li> </ul>				
September 2013	September 2015	4.1.4 Design, launch, and support the Ellen Ochoa Young Scholars Program to increase the success rate of English Learners, especially young	<p>Concept paper on the STEAM program is developed.</p> <p>Design team is identified and convened.</p>	<p>12/13</p> <p>1/14</p> <p>5/14</p>	No response from Elena Ochoa Foundation	

		<p>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.</p> <ul style="list-style-type: none"> <li>Develop a concept paper for a STEAM program designed to (1) create and sustain 21<sup>st</sup> 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</li> </ul>	<p>STEAM school year program and implementation plan are designed.</p> <p>CABE Board approves the STEAM program implementation plan.</p> <p>Initial \$10,000 start-up funding is secured.</p> <p>Advisory board is established.</p> <p>Agreements are signed with three districts to implement the STEAM program.</p> <p>Commitments are secured to raise \$150,000 annually for three years to support the program.</p> <p>Program staff are contracted/hired.</p> <p>Program</p>	<p>6/14</p> <p>6/14</p> <p>7/14</p> <p>8/14</p> <p>8/14</p> <p>9/14</p> <p>9/14</p> <p>10/14</p> <p>11/14</p> <p>11/14</p>		
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		<p>themselves, their schools and districts, and their families and communities.</p> <ul style="list-style-type: none"> <li>• Contact Ellen Ochoa (Johnson Space Center) and John Arrillaga (Stanford) to secure their support for the program.</li> <li>• Convene a design team to develop the details of the initiative.</li> <li>• Develop the details of the STEAM program and its implementation.</li> <li>• Seek board approval.</li> <li>• Establish a Presidents' Council to raise the initial \$10,000 start-up funding.</li> <li>• Conduct an orientation for a diverse pool of STEAM</li> </ul>	<p>participants (students) are identified.</p> <p>Orientations are held for students and parents.</p> <p>Program is launched.</p> <p>Assessment process is established.</p> <p>Summer program is designed.</p> <p>Partnership agreement is signed with a university or business to hold a summer residential program.</p> <p>Summer program students are identified.</p> <p>The STEAM fair/banquet is held.</p> <p>Summer program is launched.</p> <p>Year 2 Program is</p>	<p>3/15</p> <p>3/15</p> <p>4/15</p> <p>5/15</p> <p>6/15</p> <p>9/15</p>		
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		<p>mentors/success stories who are the potential YSP advisory board.</p> <ul style="list-style-type: none"><li>• 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.</li><li>• Seek additional corporate/foundation funding.</li><li>• Partner with three school districts (Northern, Central, and Southern California) to provide the program to three cohorts of 45 English Learners from each district: 3<sup>rd</sup> – 5<sup>th</sup> graders; 6<sup>th</sup> – 8<sup>th</sup> graders; and 9<sup>th</sup> – 11<sup>th</sup> graders.</li><li>• Hire program staff</li></ul>	rolled out.			
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		<p>(administrative staff and teachers).</p> <ul style="list-style-type: none"><li>• Establish an assessment process to collect and analyze longitudinal data to determine program impact on student success.</li><li>• Hold an orientation for the students and their parents.</li><li>• Launch the program.</li><li>• 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.</li><li>• Establish a partnership agreement with</li></ul>				
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		<p>Stanford University to hold a summer residential program for the participating young scholars.</p> <ul style="list-style-type: none"> <li>• Design the summer program.</li> <li>• Launch the summer program.</li> <li>• Maintain the school year and summer programs, continuing to increase access to English Learners across California.</li> </ul>				
October 2014	Spring 2016	<p>4.1.5 Continue to promote California's Seal of Biliteracy.</p> <ul style="list-style-type: none"> <li>• Use CABE's diverse media to showcase districts adopting and implementing the Seal of Biliteracy.</li> <li>• Create incentives for districts to</li> </ul>	<p>Research and showcase examples of district/COE implementation of the Seal of Biliteracy--</p> <p>Work with Californians Together to determine means of incentivization</p>	<p>6/15</p> <p>6/16</p>	<p>Visited multiple sites/ongoing</p> <p>Participated in several University Seal of Biliteracy Meetings as CABE representative</p>	

		<p>adopt the California Seal of Biliteracy.</p> <ul style="list-style-type: none"> <li>Secure endorsements for the California Seal of Biliteracy from potential allies and partners, and assist them in promoting the Seal among their constituents.</li> <li>Include a link to the CDE California Seal of Biliteracy information page.</li> <li>Include the California Seal of Biliteracy as a data element in the design of the CABE Data Dashboard template.</li> <li>Monitor and publicize data regarding the</li> </ul>	<p>District adoption of the California Seal of Biliteracy increases by 50%, based on Spring 2013 data.</p> <p>Identify and target non-participating districts/provide outreach</p> <p>20 new districts adopt the Pathways to Biliteracy Awards.</p> <p>A celebratory reception with legislators and policymakers is held.</p>	<p>10/16</p> <p>12/16</p>	<p>Developing a plan in conjunction with CABE PDS to offer PD on the Seal of Biliteracy</p>	
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		<p>California Seal of Biliteracy (in aggregated and disaggregated forms).</p> <ul style="list-style-type: none"><li>• Use CABE's diverse media to showcase districts adopting and implementing the California Seal of Biliteracy.</li><li>• Inform legislators representing schools/districts graduating students with the Seal of Biliteracy of these results.</li></ul>				
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October 2014	Spring 2017	<p>4.1.6 In partnership with the College Board, UCOP, and California State University</p> <p>Chancellor and Board, support the development of approved AP online courses in languages other than English and become an online provider of these courses for English Learners.</p> <ul style="list-style-type: none"> <li>• Identify the priority courses and languages.</li> <li>• Establish a partnership agreement with the College Board and UCOP.</li> <li>• Determine the course development process and needed resources.</li> <li>• Develop the</li> </ul>	<p>Initiate conversations with College Board, UCOP, and CSU representative</p> <p>Partnership agreement is established with the College Board and University of California Office of the President, and California State University Chancellor and Board.</p> <p>Three online courses are developed.</p> <p>Partnership agreement is established with five districts.</p> <p>Three online courses are offered.</p> <p>50 English Learners complete one</p>	5/17		
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		<p>courses and supporting resources.</p> <ul style="list-style-type: none"> <li>• Train the course instructors.</li> <li>• Partner with at least 5 districts to provide their English Learners with access to the courses.</li> <li>• Publicize the courses with districts, students, and parents.</li> <li>• Offer the courses.</li> <li>• Monitor student progress and success.</li> <li>• Expand access to districts and English Learners statewide.</li> </ul>	online course.			
October 2014	Ongoing	<p>4.1.7 Work in partnership with Californians Together on multilingual initiative</p> <ul style="list-style-type: none"> <li>• Identify two priority multilingual excellence projects and the leads</li> <li>• Develop workplans</li> </ul>	<p>Priority projects are identified</p> <ol style="list-style-type: none"> <li>1. Create list of current two-way programs throughout California</li> </ol> <p>Develop plan/process for periodic updating</p>	<p>11/14-2/15</p> <p>7/15-10/15</p>	completed	

		for these two projects <ul style="list-style-type: none"> <li>Share progress reports twice a year with CAFE and CalTog Boards</li> </ul>	of list and interactive map			
			2. Plan for implementation of Lara Initiative  Attend CalTog meetings and assist as assigned	11/14-6/16	In process	
			3 Participate in development of English Learner Legacy and Leadership Initiative  Chair Curriculum Committee	1/15-2/16	In process	
			4 Participate in development of University of Seal of Biliteracy initiative	2/15-12/16	In process	

# CABE COMPASS DATA DASHBOARD WORKPLAN

Project Title Data Dashboard		Claim 4.2 Create a user-friendly data dashboard that promotes transparency and awareness regarding English Learner college, career, and 21 <sup>st</sup> century readiness to both support best practices and create a sense of urgency for change among our parents, members, and education policymakers.		Consultant Ramon Zavala	Assessment	Additional Cost	
Timeline		Action Steps	Milestones/Deliverables	Lead			
Start	Complete		Milestone (Deliverable)	Target Date			
10/1/14	1/15/15	4.2.1 Identify what qualitative and quantitative elements we want in the CABE data dashboard.	<ul style="list-style-type: none"> <li>• Develop a matrix specifying the target elements.</li> <li>• Review the elements proposed by FS and refine it.</li> <li>• Present Data Dashboard workplan</li> <li>• Conduct a feedback survey on the proposed elements</li> <li>• Revise the matrix based on field feedback.</li> </ul>	12/3/14 12/9/14 1/15/15	Ramón Zavala  Jan Gustafson-Corea Board Members  Ramon Zavala	Done	
2/27/15	6/20/15	Work paused 4 months		Spring '15	Ramon Zavala		
6/22/15	7/28/15	4.2.2 Create a user-friendly data dashboard template.	<ul style="list-style-type: none"> <li>• Collaborate with someone with data dashboard technology expertise.</li> <li>• Build in flexibility and customizing options.</li> <li>• Conduct a field test.</li> <li>• Refine the template based on the field test results.</li> </ul>	6/28/15 7/15/15 7/20/15 7/28/15	Raúl Maldonado Norma Rocha Compton + other districts Ramon Zavala		\$50,000- \$75,000
7/7/15	10/15/15	4.2.3 Identify and engage a cohort of partner districts to	<ul style="list-style-type: none"> <li>• Develop a call for partners with incentives.</li> <li>• Showcase the dashboard at CABE 2016</li> </ul>	8/7/15 8/15/15	Ramon Zavala		\$20,000



		field test and refine the template.	<p>and partner (ACSA, CALSA, PTA, etc.) conferences.</p> <ul style="list-style-type: none"> <li>• Invite potential partners to an informational meeting.</li> <li>• Develop criteria/process to select partner districts from those interested.</li> <li>• Develop partner agreements.</li> <li>• Work with a steering committee from partner districts to identify implementation strategies and processes.</li> <li>• Document processes and stories.</li> <li>• Refine template based on results from partner district implementation.</li> <li>• Prepare a final report.</li> </ul>	<p>8/30/15</p> <p>9/20/15</p> <p>10/17/15</p> <p>12/15/15</p> <p>1/15/16</p> <p>1/19/16</p> <p>10/15/16</p>	<p>Regional Conferences (Monterey &amp; Riverside)</p>		
10/29/15	1/20/16	4.2.4 Launch the data dashboard template and related CABE services, using the partner districts' stories.	<ul style="list-style-type: none"> <li>• Design and conduct a convening to showcase the dashboard and the partner district stories and successes.</li> <li>• Develop collateral/marketing material.</li> <li>• Feature the template on the CABE website.</li> <li>• Showcase the template at BCN, CDE Accountability Conference, and other conferences.</li> <li>• Inform key legislators (Speaker of the Assembly, Senate President Pro Tempore, Chairs of policy committees, and elected representatives of CABE Board Members) of CABE's data dashboard template and its use and results with school districts.</li> </ul>	<p>10/29/15</p> <p>11/5/15</p> <p>11/11/15</p> <p>12/7/15</p> <p>1/20/16</p>	<p>Bakersfield and Sacramento</p> <p>Ramon &amp; Jan Norma</p> <p>Ramon &amp; Jan</p> <p>Ramon, Jan, &amp; Martha Zaragoza</p>		\$10,000
2/3/165	2/24/16	4.2.5 Create a professional development module to train districts and community on how	<ul style="list-style-type: none"> <li>• Identify training developers.</li> <li>• Identify PD components.</li> <li>• Develop the training agenda, PowerPoint, and participant materials.</li> <li>• Establish a training schedule that includes dates, locations, audiences,</li> </ul>	<p>2/3/16</p>	<p>Executive Com.</p> <p>FS, RZ, &amp; Jan</p> <p>RZ, Delma, &amp;</p>		\$25,000

		to use the data dashboard template in alignment with CABE Essentials.	<p>presenters.</p> <ul style="list-style-type: none"> <li>• Work with CABE staff to prepare/deliver the training materials to each presenter/site.</li> <li>• Develop a training evaluation.</li> </ul>	2/17/16 2/24/16	Jan RZ, Norma, Delma, & Jan FS, RZ, & Jan		
3/10/16	3/24/16	4.2.6 Train board members and chapter presidents on how to use the data dashboard template.	<ul style="list-style-type: none"> <li>• Develop a facilitator's agenda and PowerPoint.</li> <li>• Establish a training schedule that includes dates, locations (CABE, March 2016, San Francisco), audiences, presenters.</li> <li>• Work with CABE staff to prepare/deliver the training materials to each presenter/site.</li> </ul>	3/10/16 3/17/16 3/24/16	FS, RZ, & Jan RZ & Jan RZ, Norma & Jan		\$0
4/10/16	6/4/16	4.2.7 Create a monitoring and evaluation system to assess the success of the data dashboard system.	<ul style="list-style-type: none"> <li>• Identify or create an evaluation tool and process.</li> <li>• Identify the researcher/evaluator.</li> <li>• Develop the evaluation plan, including data collection and analysis.</li> <li>• Development of a report of findings.</li> </ul>	4/10/16 4/17/16 5/4/16 6/4/16	FS, RZ, & Jan FS, RZ, & Jan FS, RZ, & Jan FS, RZ, & Jan		\$50,000

Revised 6/16/2015

# CABE COMPASS PROJECT WORKPLAN

<b>Claim/Goal #4.6 Budget &amp; Fund Development</b>		#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 CABECOMPASS; 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.		Project Manager  Jan Corea	Assessment	Additional Funds  \$\$
Timeline		Action Steps	Milestones/Deliverables		Lead	
Start	Complete		Milestone (Deliverable)	Target Date		
July 2013	On-going	4.6.1 Establish budgets, budget strategy, and fund development goals for all COMPASS action plans.	<ul style="list-style-type: none"> <li>• Work with action plan leads and staff to develop a budget for each action plan.</li> <li>• Determine the necessary fund development goals and strategies to support each budget.</li> <li>• Identify board and staff fund development responsibilities.</li> <li>• Identify targeted financial goals necessary to support the action plans.</li> </ul>	On-going	Jan	Done and in progress

			<ul style="list-style-type: none"> <li>• Revise and update the goals/plan on an as needed basis in conjunction with revisions to the operating budget.</li> </ul>				
July 2013	On-going	4.6.2 Establish a system of contract development, management, and monitoring.	<ul style="list-style-type: none"> <li>• Identify staff lead(s) for contract management.</li> <li>• Establish and maintain a system to manage current contracts.</li> <li>• Develop a plan to increase contracts by at least 10%.</li> <li>• Evaluate customer satisfaction with CAFE contract services.</li> </ul>	September 2014	Liz Jimenez	Completed –in process for PDS and P2I	.
July 2013	Ongoing	4.6.3 Establish a system of fund solicitation strategies.	<p>Develop a COMPASS synthesis to use in fund solicitation and cultivation</p> <ul style="list-style-type: none"> <li>• Establish personal solicitation plans, special fund development events, direct mail campaigns, and government and foundation grant applications.</li> </ul>	On going	Jan	<p>In progress— done primarily by CEO with support from Staff.</p> <p>With hiring of Strategic Plan consultant, this area will be addressed more completely.</p>	<i>\$20,000</i>

			<ul style="list-style-type: none"> <li>• Engage Board members, executive director, and key staff in a giving program.</li> <li>• Engage Board members in fundraising tasks, including cultivation of donors/sponsors.</li> </ul>				
July 2015		4.6.4 Develop a portfolio of cultivation strategies (“making friends”).		On going	Enrique	Developing corporate sponsorship brochure/packet	
July 2013	Present	4.6.5 Conduct an annual membership drive to increase membership.		On going	Jan/Stanley	CABE 2015 membership campaign—one year complimentary registration	
July 2013	Present	4.6.6 Maintain, monitor, and evaluate the budgeting and fund development plan and process.		On Going	Jan	Maintained and monitored on a regular basis by Jan, Yvette, and Coordinating Council members.	

# CABE COMPASS PROJECT WORKPLAN

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.	Project Manager Open	Assessment	Additional \$\$	
Timeline		Action Steps	Milestones/Deliverables		Lead	
Start	Complete		Milestone (Deliverable)	Target Date		
June 2015	x	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.	Work with a marketing consultant and graphic designer to develop the marketing collateral.	August 2015	Jan and Enrique	On-going
July 2016		4.3.2 Create and use marketing collateral featuring the CABE COMPASS's accountability provisions and CABE's related services.	<ul style="list-style-type: none"> <li>•Work with a marketing consultant and graphic designer to develop the marketing collateral.</li> <li>•Develop a facilitator's agenda and PowerPoint to train all chapter leaders in marketing CABE COMPASS accountability provisions and services.</li> <li>• Establish a training schedule that includes dates, locations, audiences, and presenters.</li> <li>• Work with CABE staff</li> </ul>	July 2017	Jan	Future work

			to prepare/deliver the training materials to each presenter/ site. • Conduct the training.				
July 2015	On going	4.3.3 Create media spots to showcase the CAFE COMPASS's accountability provisions and CAFE's new services in support of accountability.	• Work with a communications expert to develop and place the media spots.	August 2016	Jan, IT team	Goal to complete by August 2016	