

CABE COMPASS PROJECT WORKPLAN

Project Title: <i>Designing for Success</i>		#2.2 Professional Development: <i>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.</i>			Project Manager: <i>Kris Nicholls, Ph.D.</i>		
					Founding Managing Consultant: <i>Elizabeth Jiménez Salinas</i>		
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 <i>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.</i>	<ul style="list-style-type: none"> 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 III) 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>July 2013 Done</p> <p>Done</p>	<p>Elizabeth Jimenez-Salinas</p> <p>Jan Gustafson –Corea</p> <p>Elizabeth Jimenez-Salinas</p>	<i>The plan for each phase has proceeded on target for both time, revenue, and profitability.</i>	Both revenue and profitability has grown each year with no initial outlay of funds by CABE.
						<i>Kris Nicholls started as the Director of PDS on 7.20.15</i>	

			<ul style="list-style-type: none"> • 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. 			<p><i>Coaching, instructional strategies, and content sessions have been offered and will continue to be a focus for PDS to create systems of support for the implementation of critical pedagogy to support excellence in education for English Learners.</i></p> <p><i>A partnership with CSUF for fall 2015 has begun exploring this. Offering an institute on “Developing and Refining Academic Spanish” on 9.25.15; currently exploring the possibility of presenting on this topic to other CSU teacher education</i></p>	
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			<ul style="list-style-type: none"> • 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 CAFE board evaluate progress and decide on expansion timelines. 			<i>faculty in a consortia with CSUF in late fall 2015/early spring 2016</i> <i>Projections of new business have been on target, utilizing a 30% margin as a guide, using break even numbers to guide planning and implementation</i>	
July 2013	On-going	2.2.2 <i>Launch Phase I/ 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.</i>	<ul style="list-style-type: none"> • Review the CAFE COMPASS to identify all areas of professional development called for in the COMPASS. • Conduct a needs survey at the 2013 CAFE Conference to determine the perspective of English Learner educators regarding priorities for professional development. • 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. 	Done			
				Done			
				Done			

			<ul style="list-style-type: none"> • Develop business and marketing plans to support the recommended professional development plan. • Conduct branding, advertising, and prospecting activities in support of the professional development plan. 	Done		<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 personal and via email blast.</i></p> <p><i>We will be presenting at key professional conferences (ACSA, CSLBA, DLeNM) and having an exhibit booth to enhance prospecting activities; branded items (flash drive, Post-Its) being used at all PDS events.</i></p>	
			<ul style="list-style-type: none"> • Develop training materials and templates to support the Year One professional development plan. 	Done			
July 2013	On-going	2.2.3 <i>Launch Phase II/ Growth of the</i>	<ul style="list-style-type: none"> • Identify, recruit, and induct a cadre of Year One trainers. 	Done		<i>In year one, consultants contracted for</i>	

		<p><i>Professional Services Plan in order to conduct the Year One professional development events.</i></p>	<ul style="list-style-type: none"> • Recruit and contract with client districts and entities. 	<p>Done</p>		<p><i>this work were well-known in the field, reducing risk and the necessity for induction.</i></p>	
			<ul style="list-style-type: none"> • Begin the Year One professional development activities. 	<p>Done</p>		<p><i>We currently have 8 active contracts, worth \$245,560, and 4 proposals worth \$66,500 that we are following up on to move them to contracts. Year-to-date, the total value of the active contracts combined with the projected revenue from invitational events is \$323,810, or 85% of the PDS total income goal for 2015-2016.</i></p>	
						<p><i>We are kicking off the 2015-2016 year with two high-powered PDS invitational</i></p>	

			<ul style="list-style-type: none"> • 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. 	<p>This was rolled over to Phase III</p> <p>Done</p>	<p><i>events, at CSUF and at Almansor Court. We are expecting nearly 500 teachers and administrators at these events!</i></p> <p><i>Will be including this in the work on the professional development framework</i></p> <p><i>We are developing new PDS offerings and doing focused marketing for each of our events, trying to reach a wider audience</i></p>	
July 2015		2.2.4 <i>Launch Phase III/ Expansion of the Professional Services Plan.</i>	<ul style="list-style-type: none"> • Design the Year Three+ professional development plan and conduct the necessary development and marketing activities in support of that plan. 	See Phase III plan	<p><i>2015-2016 Business Plan is complete; marketing activities have commenced, including submitting proposals for presentations at professional organizations,</i></p>	

			<ul style="list-style-type: none"> • 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. • Develop and grow the sale of CAFE publications. 	<p><i>Working with Laurie Nesrala to include items in the CAFE Corner blog</i></p> <p>Phase III gift certificate campaign</p>	<p><i>and being conscious of marketing the CAFE PDS name in all that we do; increasing the PDS invitational event offerings and recruiting recognized experts in the field to consult for PDS...</i></p> <p><i>We are using email blasts, Facebook posts, and other social media to market our events and conferences.</i></p> <p><i>Working with the Business Team to expand the materials that we sell at each of our events to support the growth of PDS and the teachers, administrators, parents, and community members we</i></p>	
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			<ul style="list-style-type: none"> • 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 	<p>We successfully provided review of materials for one company. More discussion is needed by the board to determine the parameters for this work.</p> <p><i>Under discussion with tech team; current website does not have the capability to offer webinars</i></p> <p>We are working with the Leadership and Legacy project</p>		<p><i>serve to improve the education of English Learners in California.</i></p> <p><i>CABE PDS is on the conference program for ACSA and Latino School Board Association. Working in association with CALTOGs for PD offerings.</i></p> <p><i>We provided 2 workshops for Library staff in DLI schools. VERY well received. We are planning to</i></p>	
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			education.			<i>offer more as opportunities arise, including a workshop for front office staff.</i>	
		2.2.5 Create a culture of quality service and support to our schools, districts, and communities through an accountable professional development system.	<ul style="list-style-type: none"> • Enact performance management systems in CAFE 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. 	In addition to completing evaluations, training provided to districts include follow-up discussions to determine efficacy.		<i>Consider a more systematized follow-up survey to be sent to each participant or school/ district</i> <i>Currently using a basic feedback form at all PDS presentations.</i> <i>Will be bring this conversation over to the work on the professional development framework, all based on the professional development standards.</i> <i>Will be included in the work of the professional development framework.</i>	
On-	On-	2.2.6 Maintain	• Continue to work through the	Done	Delma	The regional	

going	going	our regional and annual conference structure with targeted focus on timely and relevant professional development.	established conference committee structures to plan and conduct regional and annual conferences.		Chwilinski	conference institutes were very well attended, well received and profitable. We will expand to invite sponsors of sessions to augment \$ <i>We have expanded from 8 institute offerings last year to 11 this year. We have one speaker, an extremely well-known authority in the field of English Learner education, whose non-commercial presentations at our regional conference teacher institutes are being sponsored by a publishing company.</i>	s
			<ul style="list-style-type: none"> • Work with the CAFE president and board to establish conference themes and identify major speakers. 	To be included in Blog	Jan Gustafson -Corea		

			<ul style="list-style-type: none"> • Develop an input/feedback loop to solicit member perspectives on timely and relevant professional development topics/issues. 			<i>We are soliciting feedback from members in the areas where we are holding regional conferences to determine what topics to offer for the teacher institutes</i>	
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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.