

CABE COMPASS PROJECT WORKPLAN

Claim/Goal #3.3 Strategic Partnerships		#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</i>	<ul style="list-style-type: none"> • <i>Develop facilitators' agendas and PowerPoints for a professional development series (workshops, webinars) that targets teachers, administrators, parents.</i> • <i>Develop a suite of supporting resources.</i> • <i>Establish a training schedule that includes dates, locations, audiences, presenters.</i> • <i>Work with CABE and CDE staff to prepare/deliver the</i> 			<p>We are building relationships at the CDE to establish the possibility of this focus area.</p> <p>(meeting with Torlakson, Lupita Ortiz-Alcala, Karen Caidero Kaplan, Elena Farjado, Veronica Aguila, Gustavo Gonzalez)</p> <ul style="list-style-type: none"> • We have built a strong relationship with CDE for their presence and participation at CABE annual conferences.

		<i>assessments.</i>	<i>training materials to each presenter/site.</i> • <i>Roll out the training.</i>				
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"> • 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. 			<ul style="list-style-type: none"> • Have established a key partnership with CSU East Bay to implement P2I for the past 3 years • Working closely with the University Seal of Biliteracy Group • Incorporated IHEs into CABE Annual Conference—workshops, institutes, university visits 	
Pending	Pending	3.3.3 Collaborate with IHE department heads to review and enhance preservice teacher programs.	<ul style="list-style-type: none"> • 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 				

			<p>at CABE conferences for university/preservice students.</p> <ul style="list-style-type: none"> • 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. 				
Pending	Pending	<i>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</i>	<ul style="list-style-type: none"> • 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. 				

		<i>to make CABE more visible in the community.</i>	<ul style="list-style-type: none"> • 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. 				
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"> • 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. 				
April 2015	Present	<i>3.3.7 Create a partnership between CABE and</i>	<ul style="list-style-type: none"> • Establish funding sources to support the advancement of language programs through CABE 			Established a relationship with Baja California's Sistema Educativo Estatal (SEE)	

		<p>international organizations that establishes avenues for interchanges and collaborations between programs along with revenue growth and development for the organization.</p>	<p>(Spanish, Chinese, Tagalog, Vietnamese, etc.).</p> <ul style="list-style-type: none"> • Establish student and educator opportunities for cultural and study exchanges and the funding resources to support this project through scholarships and grants. 		<p>to promote 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 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</p>	
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					<p>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> <ul style="list-style-type: none"> • Promoting participation of Mexican Institutions during CABE 2016 Conference • Secured participation of CABE during the XXVIII U.S. Mexico Binational Migrant Education Meeting. Sept. 2015 • Collaborating w SEE on the creation of a STEM program for teacher in B.C. and CA. 	
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						<p>Using GLAD. "CHISPA"</p> <ul style="list-style-type: none"> • Strategizing and crafting MOU with IME and SEE to establish framework for collaboration 	
April 2015	Present	4.6.3 Establish a system of fund solicitation strategies.	<ul style="list-style-type: none"> • Seek opportunities for grants and fund development 			<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> <ul style="list-style-type: none"> • Developed a 	

						<p>Corporate Brochure to seek sponsorship and donations from private sector</p> <ul style="list-style-type: none"> • Attended Nonprofit sponsored events hosted by Union Bank • Approached Well Fargo Community Development Team to begin conversations regarding CAFE and possible sponsorship opportunities. 	
April 2015	Present	4.6.4 Develop a portfolio of cultivation strategies (“making friends”).	<ul style="list-style-type: none"> • Increase the number of CAFE Partners • Build and maintain a network of partnerships with corporations, foundations, individuals, and partner organizations for fund development and programmatic purposes. 			<p>Began establishing 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 of these institutions include: Banks, local governments and school districts foreign governments and institutions such as</p>	

						Mexican Consulates, SEE in Baja California, IME, SEP, INEA, COLBACH, UNAM, Bansefi, Proyecta 100mil among others	
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