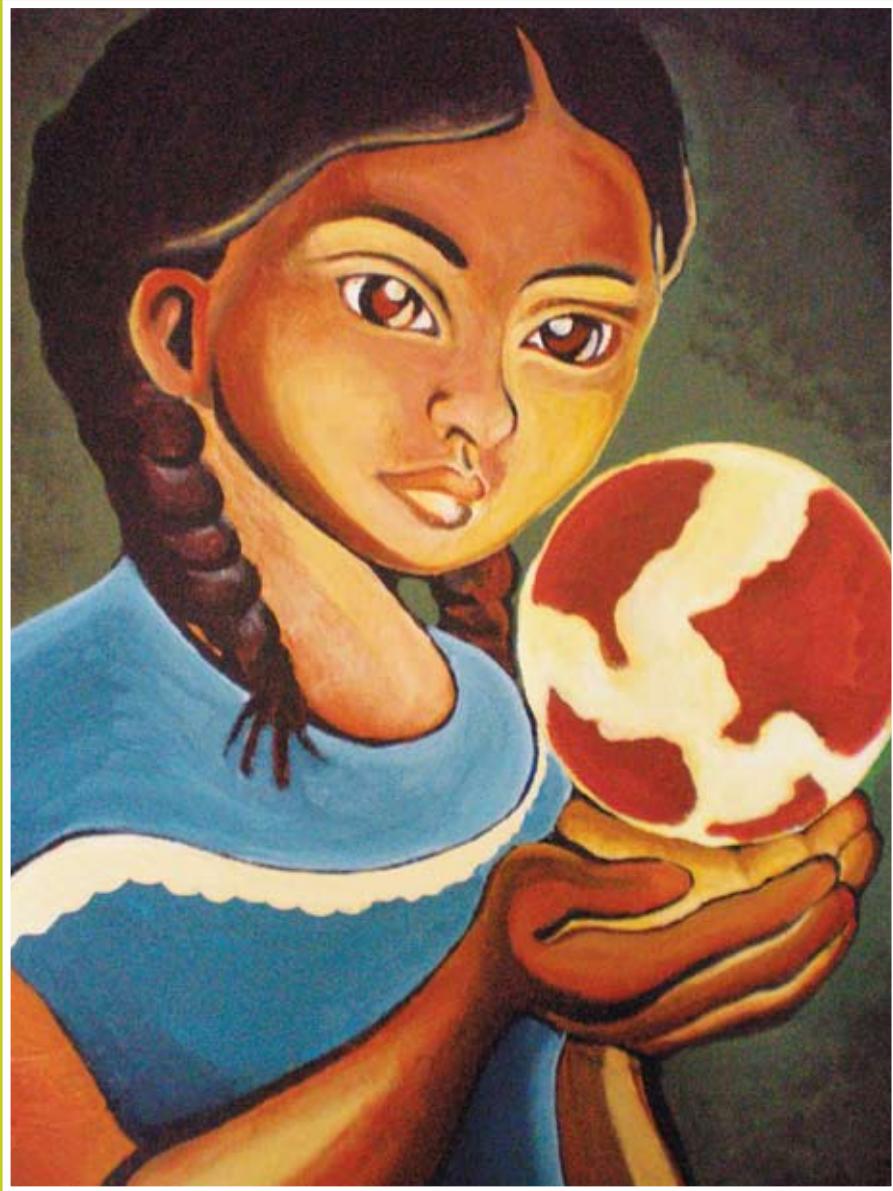


CABE Leadership Handbook



California Association for Bilingual Education

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CABE Leadership Handbook

CABE firmly believes developing and maintaining a sense of collaboration is necessary in order to maintain the CABE spirit alive and strong among all its membership. To ensure that membership input is taken into strong consideration, the CABE Executive Board of Directors has organized specific bylaws and articles outlining the incorporation of membership input. This structure is constantly revisited and revised by the board and board committees, regional representatives and chapter leaders, and CABE headquarter staff to make sure they outreach to all CABE members and advocates.

The leadership of any organization must know both it's "whys" and "hows". The "whys" are the organization's motivations and reason for existence. They are the organization's vision, mission and guiding principles. It is the shared belief among members that by being involved, they can make a pro-active difference in the world. The "hows" are the organizational structures. In the case of CABE they are set by the organization's bylaws and articles of incorporation. They are refined by policies created by the Board of Directors and include the operating structure of board committees, region and chapter leadership, and CABE Headquarters. Finally, the "hows" include the individual efforts of each CABE member and advocate.

We are certain that you will find the information in this book useful and relevant. It is designed to be a living document however, so any suggestions or recommendations you might have are always welcomed.

This handbook is designed to ground CABE leaders about the importance of maintaining the CABE spirit alive and present strategies on how to carry this message to the community. The different sections of the handbook will help guide you through the steps necessary to keep chapters running strong.

- Part 1: The first section informs the local leader about the CABE vision and mission and how they apply to local groups and individuals.
- Part 2: The second section reviews the actual operating structures of the organization from the board of directors and CABE Headquarters to the Joint Delegate Assembly and local chapters.
- Part 3: The third section is designed as a practical assistant for chapter leaders as they plan their local activities. It provides specific activity templates and ideas.
- Part 4: The fourth section provides information on many of the resources available at the state level to make your local activities successful and all of the necessary forms and procedures for you to take advantage of these resources. We also provide some specific guidelines for roles and responsibilities for you as local chapter leaders.
- Appendix: This section includes supplemental forms and templates.

Section I



About CABE

About CABE

The California Association for Bilingual Education (CABE) is a non-profit 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.

CABE's Vision: "Biliteracy and Educational Equity for All"

This vision is based on the premise that in order to succeed and be powerful forces in their communities students in the 21st century, have to be:

- Academically prepared
- Multilingual
- Multiculturally competent
- Technologically and information literate
- Civically oriented
- Active advocates for their communities

CABE is an advocacy organization whose mission is to promote equity and educational achievement for students with diverse cultural, racial, and linguistic backgrounds and for whom language poses an additional barrier to schooling and full participation in our educational system and society. CABE's key initiatives include:

1. Focusing on student achievement;
2. Providing a premier source of professional development for educators and parents who work with students learning English (over 10,000 individuals attend annual and regional conferences);
3. Working with legislators and policymakers to ensure educational equity and resources for English Learners;
4. Creating collaborations with educational, business and community partners;
5. Maintaining a financially sound organization to carry out key objectives of the organization;
6. Fully involving our 5,000 + members in school and advocacy initiatives.

In promoting the above, CABE has established the following programs:

- Professional Development Conferences and Institutes: CABE is the premier organization for professional development on the education of English Learners in California. This professional development program (nine regional conferences and an annual statewide conference) is for educators, parents, and other community members.
- California State Parent Information Resource Center (PIRC) 1 - Project INSPIRE: The goal of Project INSPIRE is to provide high quality education, resources, and professional and leadership development to parents with an emphasis on outreach and services to parents of most disadvantaged students: low income, minority, and limited English proficient students.

CABE's over-arching goal is to provide relevant, current and essential information for teachers, administrators, parents and others involved in educating second language learners, be they non-English speaking students learning English or native English speaking students also learning a second language. This information includes current educational practices, research, instructional materials, bridging the digital divide and legislation/policies that impact educators, English Language Learners and other second language learners. CABE also collaborates and builds partnerships with families, communities, businesses and government agencies to expand and build upon the expertise of parents, educators, administrators, community leaders and policy makers. It is our belief that having high levels of literacy in English and in at least one other language is a worthwhile goal for our society so that everyone is fully involved in their communities, our nation and the world.

Guiding Principles

- We promote high levels of literacy in English and in at least one other language.
- We value cultural and linguistic diversity.
- We encourage a citizenry that is fully involved in their communities, our nation and the world.
- We advocate for equitable and just learning environments for every member of our society.
- We promote the right of all individuals to develop to their fullest potential.

Essential Strategies

- Collaborate and build partnerships with families, schools, communities, businesses and government.
- Provide preparation for moral and ethical leadership.
- Disseminate relevant information based on sound educational theory and research.
- Conduct professional development opportunities to share, expand and build upon the expertise of parents, educators, administrators, community leaders and policy makers.

Organizing Strategies

1. CABE recognizes that the vision of biliteracy and educational equity for all is a long-term goal requiring a multi-generational effort. Achieving this vision begins by CABE and its chapters engaging in the following strategies:
2. Create public awareness of the needs and benefits of biliteracy and multicultural respect.
3. Develop present and future educators, parents, policy makers, business and community leaders to serve as effective biliteracy advocates.
4. Develop present and future educators and parents to serve as teachers of bilingualism.
5. Support ongoing research, planning and learning to evolve the wisdom and strategies to guide this social movement.
6. Maintain an ongoing strategy to influence state educational programs and policy through the legislative process.

CABE is a powerful organization influencing public opinion and policy. It is comprised of a board of directors, staff, membership and council of partners and supporters fully committed to the organization's vision. CABE is capable of raising sufficient resources to implement the advocacy, education, marketing, leadership development, research and services it deems desirable or necessary. CABE is also a learning organization modeling the best practices of inclusion, multicultural respect and critical learning.

CABE 2007–2012 Strategic Goals

The CABE Board of Directors has adopted the following goals:

CABE Goal 1: **Advocacy to Support Student Success**- CABE's goal is to be a force of influence impacting educational policy and practice that supports the optimal success of diverse background students. CABE will maintain and grow its programs and partnerships to advance the goal of reclaiming bilingual education for every student. The focus for CABE's legislative and policy efforts will be student success and the reversal of Proposition 227.

CABE Goal 2: **Quality Professional Development**- CABE's goal is to be the premiere source for professional development in the areas of student success for diverse background students and English language learners. CABE will provide quality research-based professional development for educators, parents, policymakers, and other community members.

CABE Goal 3: **Information & Research Issues Affecting English Learners**- CABE's goals are to ensure an informed membership, educational profession and larger community that values and understands the issues affecting quality education for Bilingual Learners. CABE will build its capacity to conduct policy analysis and research on issues/concerns regarding instructional programs, policies, and services for Bilingual Learners and to disseminate all relevant information to the field.

CABE Goal 4: **Membership Services that Build Our Network of CABE Leaders**- CABE's goal is to inspire, empower, and support advocates for student success among CABE's multiple support networks. CABE will expand and strengthen its network of CABE leaders and members who serve as change agents and advocates for diverse background students and families.

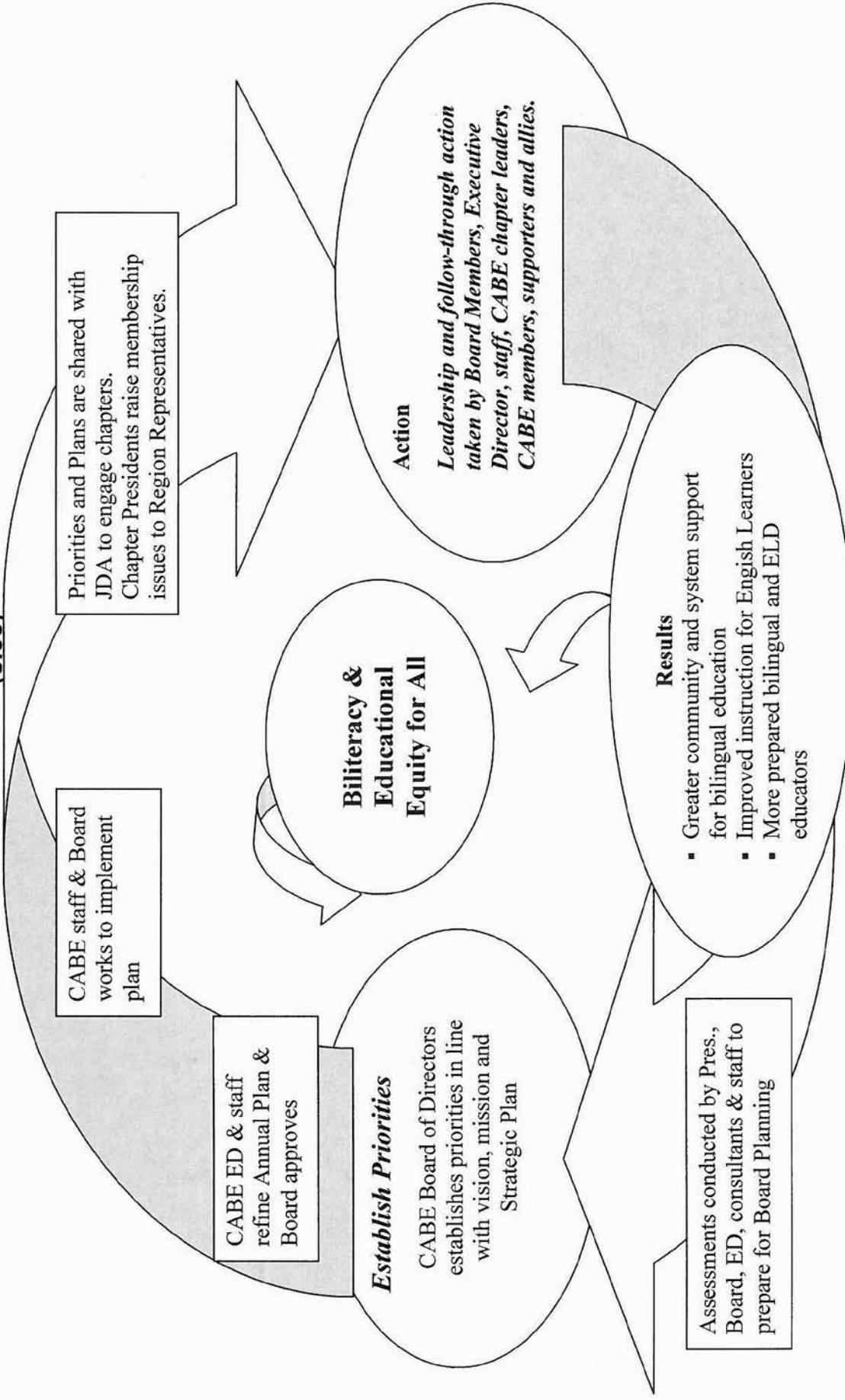
CABE Goal 5: **Quality Community Services**- CABE's goal is to provide those services that support student success, advance CABE's goals and positions CABE for fund development.

CABE Goal 6: **Expanded Network of Allies**- CABE's goal is the development of formal partnerships and collaborations, with schools, organizations and sister agencies, to strengthen community advocacy and support for the achievement of CABE's programs and goals. This includes expanding its network of allies among representatives of other language communities; extended education professions; business community; and other professions.

Strategic Goal 7: **Funding our Priorities**- CABE will continue to strengthen and expand its capacity for fund development, particularly in the areas of grantsmanship, sponsorships, business partnerships, endowment fund, and board fund development. CABE goals are to expand its business model and Board membership structure to ensure multiple sources of revenue and financial support.

CABE Planning & Action Process

(8.03)



CABE Statewide Affiliates

CABE's constituency involves all educators (teachers, administrators, instructional assistants, professors, etc.), and other community organizations. Furthermore, it is our belief that parents are the primary teachers of their children and as such must be supported in their role and given information and professional development so they can be true partners in their children's educational programs.

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

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 are professors at universities across the state who 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 educational backgrounds, but lack the English skills to fully participate in the educational program.

CABE Regions

CABE is divided into five regions, each of which contains a number of local chapters. The Regional Representative for that region speaks on behalf of their region to the Board of Directors. At the local level, the Region Representatives disseminates information to the various local chapters, providing important leadership, advocacy, media and other sorts of training to individuals interested in becoming more involved at the local and statewide level.

Each Region conducts meetings throughout the year to disseminate information about new CABE initiatives, discuss current educational issues, refine and work on regional plans, and train regional leadership to become better advocates for bilingual education. Chapter presidents and other individuals or representatives from each of the local chapters attend these meetings and also provide their communities with the information gained from these meetings.

Regional Activities: To help with region level activities, each Region Representative is given an annual budget of up to \$100 dollars for each chapter in their region for regional meetings. This money may be used for travel reimbursement, food, meeting venues, consultants/facilitators, or other meeting related expenses. The Region Representatives are also able to work with local chapters in the region to hold up to two community forums in each region per year, for which CABE will reimburse up to \$500 per event. Regional Representatives may request additional money from the general CABE budget to cover expenses by presenting a petition in the form of an agenda action item at the Board meetings. These expenditures are those that are not directly related to regional expenses (i.e. expenditures related to an advocacy training or specific action that may more appropriately fall into the strategic plan of the advocacy committee's budget than that of the region). In addition to these organizational duties, Region Representatives also work with the chapter leaders to form a committee to review and select two recipients for the CABE Annual Teachership awards.

CABE Regions

Region I Chapters

- (92) Hayward
- (45) Richmond (RABE)
- (23) San Francisco (SFABE)
- (11) El Pueblo de San Jose
- (17) Truckee/Tahoe
- (13) San Joaquin
- (76) Woodland
- (97) CSU Stanislaus (BECCA)
- (93) Peninsula
- (07) Sacramento (SALSA)
- (60) Elk Grove

Region II Chapters

- (96) Bakersfield (BECA)
- (41) Fresno/Madera CABE/CASBE
- (75) Monterey Bay
- (31) Salinas (SABE)
- (66) Pajaro Valley
- (95) Eastern Sierra

Region III Chapters

- (47) ABC
- (46) Azusa/Canyon City
- (54) Burbank
- (71) Central Orange County
- (16) Compton
- (78) Garvey
- (14) L.A./U.S.C.
- (83) Lennox/Loyola Marymount University (LLABE)
- (62) Long Beach
- (04) Montebello
- (73) North Orange County
- (39) AVANCE
- (24) Pomona Valley
- (56) Puente Hills
- (61) San Fernando Valley
- (21) South East Los Angeles (SELA)
- (94) Pico Rivera
- (98) Baldwin Park
- (03) Pepperdine University

Region IV Chapters

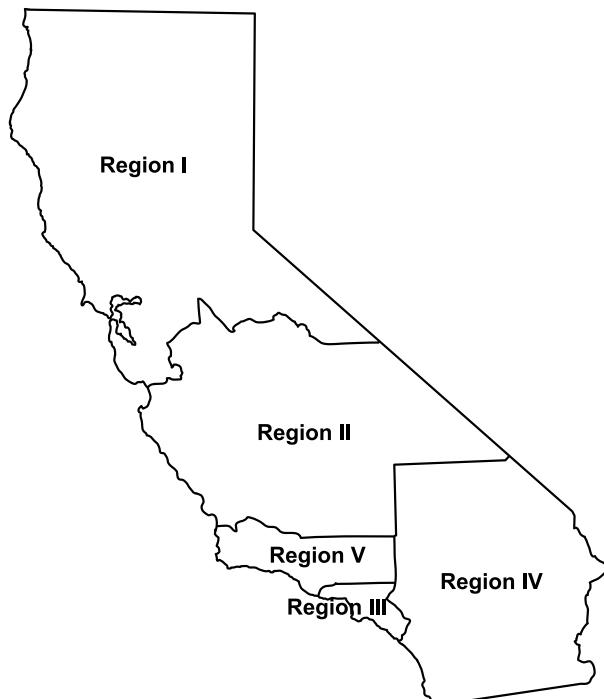
- (43) Chino Valley
- (36) Coachella Valley
- (52) Fontana (FABE)
- (85) Greater San Diego
- (59) Pass Area (PAABE)
- (06) Riverside
- (10) San Diego Metro
- (65) San Diego South County
- (05) Moreno Valley

Region V Chapters

- (58) Antelope Valley High Desert
- (90) Central Coast
- (48) Ventura County

Statewide Affiliates

- (19) California Association for Secondary Bilingual Education (CASBE)
- (84) Two-Way Bilingual Immersion (CABE Two-Way)
- (89) California Association of Parents for Bilingual Education (CAPBE)
- (100) California Association of Bilingual Teacher Educators (CABTE)



Why You?

To fulfill our vital role as advocates for our children we need you and your leadership to link your local chapter's needs and resources with the CABE statewide organization. CABE does not count on a large endowment to support a large paid staff nor do have the resources of a large union to pay for local organizers and large mailings. We do however have a core group of several thousand dedicated individuals who recognize that change requires constant attention and advocacy. Among this group of advocates, there are a few hundred individuals who have taken the extra step to coming forward as organizers...CABE leaders like you!

If not you, who? If not now, when?

Do not become overwhelmed with the responsibility to change everything, immediately, all by yourself, this is a collective struggle. Together, all of our members, chapters and affiliates are working to ensure equal educational opportunities for English language learners and to convince the state of California that bilingualism and biliteracy are important goals for society. As a chapter leader, your role is to help formulate local strategies to guide and inspire your local group, and to get others involved.

The Leader's goals are to:

- Formulate strategies
- Serve as a guide and inspiration to the larger group
- Get others involved

CABE Membership

Being a CABE member entitles individuals to all of our Member benefits: publications, inclusion in the CABE rapid response e-mail network, discounts on our annual conference and participation in our annual membership meeting and reception/dance. Our members have the opportunity to directly nominate and elect all of the CABE board members during the annual board elections. They also must approve revisions of the CABE Articles of Incorporation directly or by proxy through a special vote process.

CABE is only as strong as its membership. The membership dues allow the Board of Directors and headquarters to advocate on behalf of ELLs, conduct educational research, and disseminate information on the best educational practices for ELLs. The membership resources also allow CABE to be present and have a voice at the various state level boards, committees and commissions.

Finally, being a CABE member identifies you as an English Learner advocate and someone who wants to improve and learn about new instructional practices that ensures that each child in California's schools participate in quality and equitable educational programs.

Why Chapters?

When speaking to prospective CABE members, a question we are often asked is “How will CABE benefit me?” Because you are a CABE leader & member, you are aware of a great number of these advantages already, from the Language Magazine you receive in the mail every month to the reduced rates offered for attendance to our annual conference. It is unfortunate, however that thousands of our members do not receive perhaps our greatest benefit all: membership in one of over 70 CABE local chapters throughout the state. Our local chapters form the most immediate level of interaction between CABE and its membership. They, not the statewide organization, sponsor the majority of our scholarships. They, not the statewide organization, host and promote most of our community forums and educational campaigns. We first contact chapters when urgent action is needed on bilingual advocacy issues to lead fundraising to letter writing campaigns. Most importantly, chapters provide networking opportunities for people interested in the state of bilingual education in their local communities. For this reason, we value our chapters.

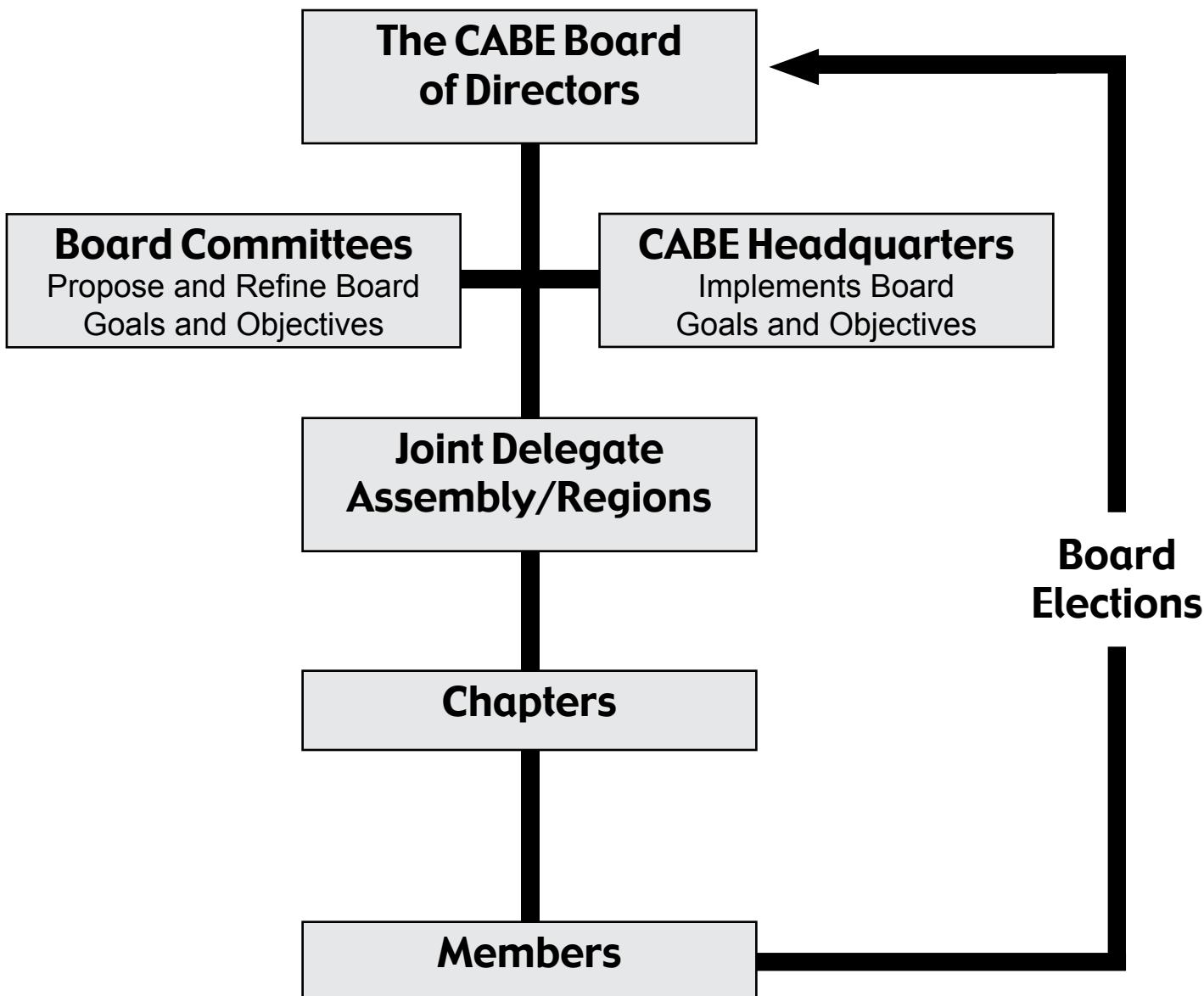
English Learners are some of the most vulnerable students in California schools. They face all of the educational and emotional challenges of other school aged children, with the added difficulties of being unable to communicate in English. After Proposition 227 passed, bilingual programs were no longer mandated (required by law) in California. ELL/bilingual programs in California vary greatly from district to district. Many districts provide excellent bilingual programs. Some districts provide none. Many districts are involved in site-based management, therefore, members of school-site councils may be defining the bilingual program, and individual local efforts can have immense impact on these students.

Essential Roles of CABE Chapters

- To be the eyes and ears of CABE at the local level. Know the local needs regarding issues related to bilingual education.
-
- To be a change agent. Work with local groups to affect positive changes for bilingual education and education of language minority students. Organize local members to participate in statewide advocacy efforts.
-
- To be a conduit of information. Provide the CABE Board and staff information about local issues, and disseminate information from CABE to local members.
-
- Develop leaders and advocates. Increase the number of members working towards CABE’s goals. Provide a structure for networking among CABE members.
-
- Nurture current and future bilingual educators through scholarships and professional development.

CABE STRUCTURE

CABE, a non-profit organization, is under the direction of a Board of Directors that establishes policies, sets priorities, and maintains fiscal accountability. Board members work through the various committees to outline the goals and objectives of the organization. CABE operates under a strategic plan that is reviewed annually by the thirteen voting Board members. This strategic plan outlines all events and priorities for each year. Headquarters' staff, under the direction of the Executive Director, work closely with Board members to carry out approved activities and priorities.



The Executive Board of Directors

CABE has a fourteen member elected Executive Board of Directors who are responsible for making board policy decisions and establishing the vision, mission, and strategic plan for the organization. The CABE Board governs the organization and is legally responsible for the organization's activities and finances. The board, through the work of the various committees, develops the budget and approves the yearly budget that supports CABE headquarters and all planned events and activities. Board members also serve as representatives for the organization at statewide and national media vents, and depending on their role on the board, they meet with policy makers at the state and national level to advocate for English language learners. The CABE by-laws bestow each board member with the authority to carry out their individual roles and responsibilities, some of which are expressly stated in the organizational by-laws or come about as a result of other board actions or previous practice. Among the most important roles and responsibilities of CABE board members are:

- To be fully informed about all CABE activities and functions, budget processes, etc. by reading and understanding all information in the quarterly board packets and other information sent to them by headquarters.
- To attend and participate fully in all scheduled CABE Board meetings, Board events and the annual CABE Board Retreat.
- To chair and/or participate in established CABE Board committees and/or ad hoc committees as appointed by the CABE President.
- To attend CABE's annual conference and other regional and special conferences as Board representatives for their region or as a director of their specific area or constituency, e.g., Para-Educator Affairs or Community Affairs.
- To write or commission at least one article per year for CABE's publications.
- To take a leadership role in all organizational fundraising efforts.
- To act as the organization's spokespersons before the media and public policy makers.

In addition to the general shared responsibilities, each board member has several specific duties, which pertain to their particular position, as listed below:

President – the CABE president serves a four-year term on the Board of Directors: one year as President-elect; two as President; and one as Immediate past President. The person holding this position has a large number of responsibilities within the organization and serves on all CABE Board committees. The President is the spokesperson for the organization and is expected to appear at most CABE events and represent the organization at media functions and to other organizations and groups. She/He chairs the CABE Executive Committee that establishes the agenda and calendar for each CABE board meeting, and is the chairperson of record at all board meetings. The President also works closely with the CABE Executive Director and headquarters staff to implement the board approved policy and strategic plan and to set the agenda for the annual board retreat.

Vice President – The main function of the Vice-President is to chair the Joint Delegate Assembly/Membership/Advocacy Committee and to organize and oversee of the CABE Board elections, in additions to other duties. The Vice-President is also a member of the CABE Executive Committee, and chairs board meetings in the absence of the president.

Director of State/Legislative Affairs - The Director of State and Legislative Affairs is the chair of the CABE Advocacy Sub-Committee. They work directly with the CABE lobbyist and other members of the committee to formulate CABE's position on legislation and other statewide policy matters, as well as network with other statewide advocacy groups.

Director of Financial Affairs - The Director of Financial affairs chairs the CABE Finance Committee, and works closely with CABE's Business Manager and Executive Director to create and oversee CABE's annual budget and to work with our auditors on the annual audit of CABE finances. Additionally, they help draft our various policies regarding CABE finances, investments, donations, insurance, etc.

Director of Community Affairs - Establish and maintain ties between interested business and community organizations and/or their members and the Board of Directors. Serve as an advocate for community concerns before the Board and assist CABE to connect and communicate with other community and corporate organizations. Facilitate CABE's connection to other language groups and assist CABE in coordinating activities with/for community and corporate organizations

Director of Parent Relations - The Director of Community Affairs represents the needs of parents to the Board of Directors. They form and chair committees that make decisions regarding our regional and statewide annual Parent of the Year awards. Additionally, they help guide all CABE activities for parents and community members including the Rosalia Salinas Parent Center and parent strand for the annual conference.

Director of Paraprofessional Affairs - The Director of Paraprofessional Affairs represents paraprofessional members of the organization. They form and chair selection committees for all paraprofessional awards, help guide CABE's paraprofessional related activities including the paraprofessional conferences and paraprofessional strand at the annual conference, and usually present the paraprofessional awards to awardees at our various conferences.

Director of Secondary/I.H.E. Affairs - The Director of Secondary/I.H.E. Affairs represent the needs of institutions of higher and secondary education before the CABE board. Additionally, they network with the University of California and California State University systems to ensure that these institutions are providing quality teacher education programs and closely monitor state teacher credentialing and preparation requirements.

Region Representatives - The five Region Representatives provide the links between local chapters and the CABE Board of Directors. They serve on the CABE JDA/Membership/ Advocacy Committee and represent the views of their geographic area, and to work with regional leadership to implement CABE board activities in their region. Additionally, Region Representatives are expected to assist with the planning of CABE conferences in their region, to appoint and chair the committee to select CABE Teachership winners, and to schedule and chair regional delegate assembly meetings.

Ex-Oficio Director - The Executive Director/CEO is an ex-oficio member of the Board of Directors and is a non-voting member.

Legal Counsel - CABE's legal counsel is a non-voting member of the board of directors. The legal counsel's job is to provide legal opinions to the organization regarding all new policies and procedures, to advise the organization on any possible legal actions, to assist the CABE President and board with any questions of parliamentary procedure during board meetings, and to swear in all new board meetings during the annual CABE Board Installation.

Board Committees

The CABE Board committees advise the entire board on specific issues for adoption and implementation. Each committee outlines specific objectives in their assigned area of expertise for inclusion into the Board adopted strategic plan. The recommended strategies must comply with the general policies established by the Board, and carry out the vision and mission for the organization.

CABE Standing Board Committees: These include the Executive Committee and Public Relations sub-Committee; JDA/Membership Committee and Advocacy sub-Committee; Education Committee; Publications & Information Committee; and Finance Committee. The President appoints committee members at the beginning of each fiscal year, and these include a combination of members of the board, CABE headquarters' staff, paid consultants, and volunteer members with expertise in the particular field that the committee represents. The standing committees are responsible for: aligning all CABE programs to the CABE strategic plan; formulating specific annual goals; budgeting for various programs; and providing recommendations to the CABE Board of Directors.

CABE Conference & Event Planning Committees: Each CABE conference and event has its own volunteer planning committee whose job is to organize the logistics for specific events, with the help of CABE Headquarters' staff.

Other Ad Hoc Committees: In addition to the regular and event specific CABE Committees, the CABE President and/or Board may create other committees to oversee certain aspects of the organization or to respond to specific needs. These committees include the Elections committee and other special activity groups who are responsible for setting up the timelines, agendas and other information regarding these specific duties. Additionally, there may be other workgroups created if important specific issues come up that need to be addressed by CABE, but there may not be enough time for the board to debate (i.e. a specific board workgroup to come up with the CABE response to new state academic standards or a specific legislative bill).

Standing Board Committees

Advocacy: The CABE Advocacy Committee is a sub-committee of the JDA/membership committee responsible for crafting CABE's response to legislation and official policy decisions affecting multilingual/multicultural education and the education of English language learners, to create strategic partnerships with other organizations and coalitions. Committee members help formulate CABE's legislative priorities, provide advocacy training to members, and work with elected officials on making changes for ELLs.

Education: The Education Committee sets policies for CABE's various conferences, training, and other educational activities. They guide the organization's decisions about which educational areas to focus on including secondary affairs and teacher, paraprofessional, parent and community preparation. Additionally, they make initial assessments regarding any CABE research funding, and write or review official CABE policy statements regarding important topics in the areas of multilingual and multicultural education.

Executive: The CABE Executive Committee reviews and sets the agenda for CABE Board meetings.

Finance: The CABE Finance Committee reviews and sets policy regarding all facets of the organization's financial and business affairs. The committee reviews all budget requests and creates CABE's annual budget, contracts and works with CABE's auditor on the annual review of CABE's books, reviews and tracks the CABE financial variance reports, and creates other organizational financial policies as needed.

JDA/Membership: The JDA/Membership Committee connects the Board's policies to the CABE membership and grass roots organization. It designs all policies and procedures regarding CABE membership including member benefits, dues, and recruiting strategies and targets. It sets policy, develops materials, and designs events and training, and develops current and future CABE leadership. Additionally, the committee communicates the concerns and desires of CABE members, chapters and regions to the board of directors.

Publications & Information: The Publications and Information Committee sets policy and direction for all of CABE's print and electronic information including the Multilingual Educator, the CABE web page, and any books published by the organization. The committee also sets editorial procedure and publication review boards when necessary.

Public Relations: The Public Relations Committee is a sub-committee of the executive responsible for the marketing and public relations aspects of the organization.

CABE Headquarters

CABE Headquarters staff members work together to implement all Board established and approved policies and projects. CABE Headquarters has undergone a restructuring process and now includes five working teams. Each team provides the necessary support to implement all CABE events and activities. The work teams are not mutually exclusive and each team provides support to each other as well as to the Board and membership in carrying out all CABE functions and activities. Additionally, staff members provide valuable services to members and others involved in educating English Language Learners.

Along with membership services one of CABE's major functions is the delivery of quality professional development. CABE headquarters' staff establishes timelines and carries out all of the functions needed to carry out each CABE event. These events include the annual conference (with over 10,000 participants); five regional conferences (with 300 to 600 participants per conference); a Biliteracy and English Language Development Conference (with over 400 attendees); a Two-Way Bilingual Immersion Summer Conference (with over 1,200 participants); and a Books in Spanish Conference (with over 600 participants-parents and their children).

The following outlines the general scope of work and description of each team.

Conference Support Services Team- plans and carries out all education related activities for CABE.

Technology Support Services Team- facilitates headquarter and membership services through the use of technology.

Business Services Team- processes all CABE financial and business information as well as membership records and support to chapters and regions.

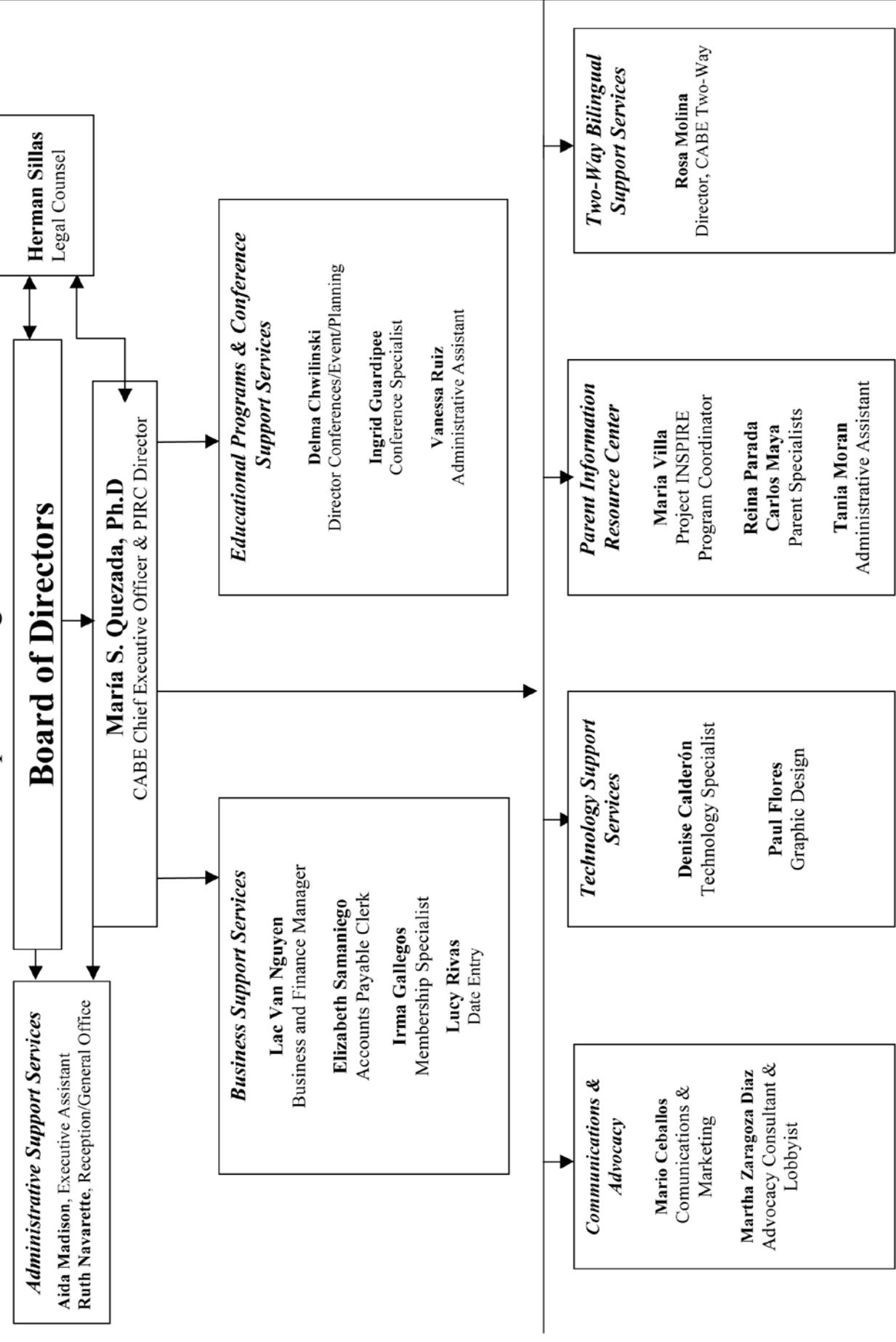
Administration and Office Support Services Team- provides resources and support for board and headquarters.

Parent Information Resource Center Team - provides services to schools in the area of Parent Leadership Development programs to support schools and districts as they meaningfully engage/integrate parents into their school.

2-Way CABE Team - provides technical assistance to bilingual/dual language immersion programs nationally and organize the National Two Way Bilingual Immersion Summer Conference.

Communications/Advocacy Team -

CABE Headquarters Organizational Chart



CABE Elections

CABE is a membership organization, not an organization with members. This means that although our Board of Directors sets official organization policy – which effects the membership – they are also held accountable by this same membership through the annual board election process. Every year, half of the CABE Board of Directors are elected or re-elected to serve 2 year terms (maximum of two terms).

The positions which are open for election/re-election each year are:

- In even numbered years:President, Vice-President, Director of State & Legislative Affairs, Director of Paraprofessional Affairs, Director of Parent Relations and the Representatives of Regions II and IV.
- In odd numbered years:Director of Financial Affairs, Director of Community Affairs, Director of Secondary & I.H.E. Affairs, and the Regional Representatives of Regions I, III, and V.

The process of electing CABE's Executive board is fairly simple.

- On the 28th of February, CABE Headquarters exports a list of all current paid CABE Members. Only individuals who have current memberships as of this date are able to run for board positions or vote in the annual elections.
- During the month of March, board nomination ballots are mailed to all current members. Members may nominate any current CABE member to serve on the board as long as they fulfill all of the requirements for the particular board position to which they are nominated. These nominations are counted in early April, and the top three individuals who receive five or more nominations from the general membership are notified and placed on the ballot for the general elections.
- General election ballots are sent out in early May. These ballots include the top three nominees for each position, and a space for members to add a write in candidate (write in candidates must fulfill the same requirements as other nominees). The ballots must be returned by the end of May, they are tabulated by an outside accounting agency and all nominees are notified of the results.
- The newly elected CABE board is installed at the annual CABE Board Installation Banquet at the end of June.

The CABE Board cannot function without an ongoing influx of new leaders to assume responsibility for the organization. If you are reading this handbook, you should seriously consider taking the next step in your development as a CABE leader and run for a position on the board in the next election cycle!

If you are thinking about running for any of the positions on the CABE Board, you must assure that your membership dues are paid by the 28th of February of the year you wish to run, and that you can count on at least five other CABE members to nominate you for the position.

Become a Board Member – Make a Difference

Of the thousands of hours that make up a calendar year, CABE and the English Learners in California need some of your time and commitment. Consider investing some of your time in support of CABE that is making a vital difference on behalf of English Learners.

Board Members are asked to serve in the following ways:

- **Time Commitment** - Attend all board meetings and events, as well as fundraising and committee work
- **Fundraising** - Placing calls, writing letters, or asking for money in support of CABE. This time is best used in assisting CABE in major fundraising events. Remember in order to ask for contributions you must be willing to first give yourself. Board members are expected to “give or get” a minimum of \$1,500 per year.
- **Planning** - Each board member participates in the annual board retreat and follows through on commitments made.
- **Advocacy** - Raising Awareness - Influencing Talking about CABE with family, friends, associates, business vendors, religious groups, civic organizations, and especially prospective donors.
- **Membership recruitment and sharing your expertise** - Participate in membership drives and in making presentations at CABE conferences or suggesting speakers, presenters, etc.

Are you willing to make a difference?

The following pages outline the responsibilities of each board position, as well as, the essential duties and additional responsibilities of board members. Board member involvement and commitment are crucial to CABE as an organization. It is these individuals who set the priorities and policies of the organization and also ensure that it maintains the financial resources to do the important work what will make a difference to English Learners, their families and educators involved in their schooling.

CABE Board of Director's Roles and Responsibilities

President

Responsibilities (by-law)

- Preside at all meetings of the association and see that all meetings are conducted in an orderly manner and that all officers perform their respective duties;
- Serve as chairperson of the Board of Directors and be in power to call meetings of the Board;
- Appoint all committee chairpersons, with the approval of the Board;
- Make an annual report of the association's activities to the annual meeting of the members;
- Direct and supervise the Executive Director in the fulfillment of responsibilities and in implementing Board policies;
- Serve as the official representative of the association in all matters pertaining to the association.

Essential Duties

- Attend all board meetings
- Ensure that CABE priorities are actualized
- Prepare for and chair CABE board meetings and Executive Committee Meetings
- Work with the Executive Director and other staff to ensure board policies and priorities are carried out

Additional Expectations

- Serve as an inspiring force and key spokesperson for CABE
- Keep organization focused on the priorities
- Model collaboration and expand our network
- Position CABE within our external world
- Fund Development (give or get \$1,500)

Vice President

Responsibilities (by-laws)

- Preside over meetings of the Board and the association in the absence of the President;
- Serve as President Pro-Tem of the Joint Delegate Assembly;
- Assist the President in the responsibilities of the President, particularly in the areas of public relations, membership, and provision of the facilities for meetings.

Essential Duties

- Attend all board meetings
- Chair of JDA Committee and activities
- Oversee CABE board elections
- Coordinate Leadership Strand at Annual Conference
- Organization of CABE's Sacramento Legislative Day
- Development/Revision of CABE Chapter Leadership Book and Membership Tool Kit
- Actively support fund raising

Additional Expectations

- Recruit board members
- Provide co-leadership for Gala
- Advance CABE membership recruitment campaign
- Fund Development (give or get \$1,500)

Director of Secondary/IHE Affairs

Responsibilities (by-laws)

- Establish and maintain contact between secondary and higher education organizations and individuals in education
- Bring to the Board of Directors the issues and concerns facing persons in secondary/higher education and;
- Make known to secondary/higher education groups and individuals the policies and position of the Board of Directors

Essential Duties

- Attend all board meetings
- Network with secondary, UC, CSU and private universities and Identify key persons and establish links with CABTE affiliate and stay current regarding credential policies
- Membership recruitment
- Inspire and recruit youth to enter teaching
- Participation in CABE conferences and activities

Additional Expectations

- Liaison to CTC
- Provide membership and leadership for CASBE
- Advance development of affiliate group for bilingual teacher educators
- Contribute to CABE research and publications. Recruit new professors who need to publish
- Serve as a resource regarding legislation concerning teacher credentials
- Fund Development (give or get \$1,500)

Director of ParaProfessional Affairs

Responsibilities (by-laws)

- Establish/maintain ties between para-professional groups and individuals and the Board of Directors;
- Serve as an advocate for para-professional concerns before the Board

Essential Duties

- Attend all board meetings
- Organize, select and present para-professional award at conferences
- Activities for para/parent conferences
- Support planning committee meetings for the regional conferences
- Explore ways CABE can help and instruct para-professionals to become certified by offering necessary required courses

Additional Expectations

- Ensure that all conferences address the needs of para-professionals
- Expand CABE membership among para-professionals
- Raise attention of para-professional research needs to CABE board
- Advance leadership training among para-professionals
- Collaborate with Region Representatives to secure nominations for para professional awards
- Provide guidance and information regarding CABE. Get the CABE message out.
- Fund Development (give or get \$1,500)

Director of Financial Affairs

Responsibilities (by-laws)

- Organizing the financial matters of the corporation, including, but not limited to development of an annual budget; and
- Submit quarterly financial reports to the Board

Essential Duties

- Attend all board meetings
- Chair Finance Committee meetings
- Provide reports to the CABE board regarding CABE budget in partnership with CABE ED and Financial Officer
- Focus on how to diversify CABE's fund development (e.g., grants, fundraising, etc.)
- Collaborate to develop CABE advisory board that can assist CABE's fundraising efforts

Additional Expectations

- Advance CABE's long range business plan
- Serve as champion in developing CABE advisory board
- Fund Development (give or get \$1,500)

Director of Parent Relations

Responsibilities (by-laws)

- Establish and maintain ties between the California Association for Parents for Bilingual Education (CAPBE) and other parent organizations and/or members
- Serve as an advocate for parent concerns before the Board by representing the needs of parents and CAPBE to CABE Board; assisting in planning CABE activities for parents; and supporting the development of CAPBE, its organizational leadership and its understanding of CABE priorities

Essential Duties

- Assist CABE to connect and communicate with other parent and language groups and identify other successful parent leadership development models.
- Ensure parent voices are heard by incorporating their voices into CABE publications and to continue and expand outreach and connection to all language groups.
- Be a strong listener to parents' needs and support the development of parent tool kits that will advise them of their rights as parents.

Additional Expectations

- Attend all board meetings
- Maintain awareness of the business of CABE. Attend CABE board meetings
- Encourage and recruit other parents to become active members
- Contact political representatives regarding the concerns of parents.
- Participate in CABE leadership trainings
- Represent regional concerns
- Fund Development (give or get \$1,500)

Director of Community Affairs

Responsibilities (by-laws)

- Establish and maintain ties between interested community organizations and/or members and the Board of Directors
- Serve as an advocate for community concerns before the Board and assist CABE to connect and communicate with other community and corporate organizations
- Facilitate CABE's connection to other language groups
- Assist CABE in coordinating activities with/for community and corporate organizations

Essential Duties

- Attend all board meetings
- Represents needs of parents and community to CABE board
- Assists in planning CABE activities for parents
- Supports the development of CAPBE—their organizational leadership capacity and their understanding of CABE priorities

Additional Expectations

- Assists CABE to connect to other language groups
- Be knowledgeable of and build relationships with the business community to increase sponsorship opportunities
- Fund Development (give or get \$1,500)

Director of State and Legislative Affairs

Responsibilities (by-laws)

- Establish and maintain ties between state educational agencies/commissions, the state legislature, and the State Board of Education
- Serve as an advocate for the Board and the association before these bodies.

Essential Duties

- Attend all board meetings
- Advocate for English learners before state and community policy making organizations
- Recommend policies and provide clarification on various issues
- Represent CABE and advance the organizations goals with collaborating organizations
- Work with CABE lobbyist to formulate CABE's position on Legislation
- Help implement CABE advocacy efforts

Additional Expectations

- Work with Regional Representatives and assist in leadership training for JDA
- Keep board informed and ensure the appropriate process is utilized for taking positions
- Keep membership informed by posting news and submitting contributions to the CABE publications
- Fund Development (give or get \$1,500)

Regional Representative

Responsibilities (by-laws)

- Establish and maintain ties among the chapters in their respective regions, the regional and Joint Delegate Assemblies, and the Board of Directors;
- Serve as an advocate for the regional membership before the Board

Essential Duties

- Attend all board meetings
- Serve as liaisons between region's chapters and CABE Board
- Work with regional chapters to maintain and increase CABE members
- Support organization of JDA activities including planning and offering workshops
- Solicit nominations for CABE's various awards (Teachership Award and Para Professional Award, etc.)
- Actively support CABE's fundraising activities and goals.
- Work on regional conference and meetings

Additional Expectations

- Market CABE's Annual Conference
- Increase membership
- Hold at least one regional meeting per year
- Integrate the involvement of parents
- Submit articles for CABE publications
- Clearly articulate CABE's mission and priorities among members
- Support communications via e-mails and phone calls
- Support and advise chapter leadership
- Support CABE advocacy efforts by responding to action alerts, etc.
- Fund Development (give or get \$1,500)

Notes

Section II



Leadership Resources & Activities

CABE Chapters and Leadership

CABE Chapters are the direct links between individual CABE members and the organization at the regional and state level. They provide important local support to statewide efforts and work to effect change in their local school districts and areas. They also have the opportunity to maintain CABE leadership and headquarters informed of the events and issues currently facing their local areas. Each chapter has elected officials and is required to have current by-laws, officers and financial records.

Chapters are given a great deal of freedom in the way that they organize local efforts. Each active chapter receives 20% of membership dues for each active member in the chapter. This money allows them to conduct chapter activities and/or promote CABE activities at the local level. Chapters also can conduct their own fundraising events and use the CABE tax-exempt, Federal Identification number, so that any donations to the individual chapters are tax deductible. In addition, the statewide CABE organization reimburses chapters up to \$500 dollars a year for any scholarships they award to future bilingual teachers.

In order to be considered an "active" chapter in good standing, each chapter must provide headquarters with the following annually:

- Update of their officer list
- Copy of Chapter By-Laws
- NOTE: All Chapter By Laws will indicate that Chapter presidents will serve a two year term not to exceed two consecutive terms (new)
- Proposed Budget Plan (new)
- Financial Statement and Chapter Rebate Form
- Copies of at least three meeting or event minutes, sign ins or any documents related to Chapter activities.
- Send chapter representative to the annual Joint Delegate Assembly (JDA) meeting and summer JDA as scheduled.
- Disseminate information, conduct fundraising and participate in any other statewide CABE activities and at the local level

Revised
Board Approved 1/28/06

Strategic Planning

As a part of your local chapter leadership team, it is important to come together with other local leaders at least once a year to set or refine your chapter's annual priorities and to outline your action plan. This initial assessment may be made at your first general chapter membership meeting, or you may wish to narrow your options down with a smaller leadership group before you take it to the broader membership. Whatever you do, make sure that the activities you plan are aligned to CABE's vision and mission and are reasonable given your specific needs and resources. We suggest you follow the steps outlined below to begin your strategic planning process from formulation to implementation.

Needs assessment – What are the most important problems your chapter may need or desire to address in order to achieve your vision? Your chapter should perform a S.W.O.T. Analysis (Strengths, Weakness/Challenges, Opportunities & Threats) to analyze how and where your chapter can make the biggest impact for your chapter vision. Use the S.W.O.T. and strategic planning worksheets provided in this section to help you identify the chapter needs and priorities.

Among the problems you may need to address are:

- Local educator networking and idea exchanging
- Providing educational opportunities to local para-educators and/or bilingual students (scholarships)
- Teacher & Para-educator preparation
- Parent Education regarding program options and educational opportunities
- Standardized testing for ELLs
- ELLs and special education
- Educating the public and/or district/dchool about the benefits of Bilingual Education
- Extra work with at-risk youth

Identification of Resources – The best way to think about your chapter's strategies is to take the time to brainstorm every possible tool available to the chapter based on the identified needs. Regardless of whether you use the resources immediate or not, it's a good idea to have a strong list ready for potential future needs.

Some resources you should include in this list are:

- Time –How many active members are in the chapter, and what are realistic assumptions you can make about their time commitments? Perhaps conducting a member survey can help identify answers to these questions.
- Experts in various educational fields
- Contacts (Friends, community, etc.)
- Support Organizations (CABE, etc.)
- Money/Materials

Choose a few specific activities – Based on the chapter needs and resources, determine the top priorities for the chapter before developing action plans. Being strategic about the chapter activities will eventually make the chapter stronger in the long run. This handbook outlines various activities to give you ideas for planning ideas for your chapter.

Chapter S.W.O.T. Analysis Worksheet

What are your chapter's **strengths**?

What does your chapter need help with (challenges or **weaknesses**)?

What **opportunities** does your chapter have to make a difference?

What **threats** does your chapter face?

Chapter Strategic Planning Worksheet

What does your ideal vision for bilingual education in your community/school look like?

Chapter Vision Statement

What are the long term changes that need to take place for your vision to become reality?

What is your chapter's role in creating these changes?

Chapter Mission Statement

What strategies can you use to achieve this mission?

Activity Planning

After choosing specific activities that reflect the goals and needs of the chapter, chapter members should strategically develop action plans. You can use the planning template and specific activity descriptions shown in this section, or create your own plan, but in either case, there are a few things that are vital to include:

Specific needs addressed – List the specific needs each activity will address. It may be that you have a plan for a large, involved, or costly activity that could be addressed more simply by something else. Make the most of your limited resources by selecting a group of activities that compliment each other, and ask yourself whether each activity is aligned to the CABE vision and mission.

Timeline – Perhaps the most important part of your activity plan is that you set a time-line for its completion. It is not enough just to think of activities that you could do to advocate for the needs of LEP students. If you set no specific framework for completion of these activities, it is too easy to put them off until later. If you stay simple in your plans for specific actions and give them reasonable and specific time frames, you will be amazed by how easy proactive leadership and action can be!

Assigning Specific Tasks – For each step of each activity plan, make sure you enumerate the various tasks necessary and assign them to specific individuals. If you wish your activity to be a great success, everyone involved should have clear and specific roles to hold individuals accountable. This lets you avoid many problems that complicated activities may cause, including the unintentional over burdening of one individual with details and having important steps fall through the cracks, and in the end will lead to a much easier (and usually more successful) activity or event.

Getting participant buy-in – Part of leadership is getting others involved and excited about the activities your chapter is planning. As a leader, you may have some activity that you think will be an incredible success for your chapter and will be perfect to advance the CABE Vision and Mission, but if you can't get other participants and members of your chapter to buy in to your idea, and give them some chance to provide meaningful input, you may be hurting your cause more than the individual plan helps it. Get people to volunteer for the tasks you enumerate for the activity plan; get input on other things you can do to make the activity more successful, in the end your ability to inspire others to participate is the key to a chapter's long term success

Activity Plan Worksheet

Name of Activity:

Date of Activity:

Description:

Need for Activity:

Resources Needed (location, materials, people involved, etc):

Task Checklist:

Committee members:

Activity: Meetings

In addition to the strategic planning meeting at the beginning of the year, every chapter should plan and calendar some form of general membership meeting at least every other month.

Why? (Needs Addressed): Regular chapter meetings are vital to keeping a chapter active and vibrant. They provide a venue and an opportunity for bilingual educators and advocates to network, socialize, get information and assistance, and plan chapter events and activities. Meetings that provide a positive learning experience and a forum for dialogue and growth are also key components to building member excitement and recruitment. Special meeting designs can also serve many other needs depending on design and specific purpose. Some of these meeting types are listed in the next few activities. These additional meeting formats are described in order to provide you with some ideas, if you have specific needs, do not hesitate to design your own meeting type to address them.

Meetings Do's:

Have a clear goal in mind for each meeting.

- Decide on the type of meeting: informal, a mini-workshop, a swap-meet of ideas, or a social?
- Always have an agenda, refreshments, and a sign-in sheet.
- Plan your meeting well in advance. Assign tasks to different members.

Set a schedule for your meetings: As the organizing group for your local advocacy efforts, agree to the number of meetings per year. Some groups meet once a month, while others meet every two months. When you have chosen the dates, create a flyer listing them and distribute it to every CABE advocate in your group.

Give notice: In guarantee attendees at the meeting, send out a meeting reminder outlining the location and time logistics, purpose and planned activities well in advance (recommended 3-4 weeks). Reminders: Before the meeting, follow up with a phone call or visit to remind people to attend.

Location and Refreshments: Most groups choose a meeting location away from a school site such as a neighborhood restaurant or even a member's home. Refreshments play a key role in getting participants to a meeting, especially after a long day at work.

Agenda: The agenda serves to optimize the meeting time with specific goals, and discussion and informational items. A meeting agenda should include: a welcome and introductions, specific items for discussion, open dialogue for non-agenda items, information disseminate, legislative issues, closing and reflecting on the meeting's effectiveness.

Facilitator: Meetings are forums for discussion and distribution of information, but in order to be effective, this discussion should be guided by a clearly designated facilitator in order to assure meeting flow and orientation on goals. The meeting facilitator should not dictate outcomes, but serve as a guide to the meeting's work.

Minutes/Notes: Another key to continued meeting success is the role of taking minutes or notes during the meeting itself. This can consist of formal meeting minutes, or a more relaxed note taking format. The important thing is to have some record of the meeting's accomplishments to share with participants. This collection and sharing of outcomes validates the time participants have put into attending the meeting and will help insure that they come to subsequent meetings and events.

Follow-up: If possible, send a thank you note to meeting participants a week or so after the event. This will let participants feel how grateful you are for their help and remind them of the need for continued work.

Questions and/or concerns: If you have any questions on how to hold successful meetings, contact your Regional Representative.

Sometimes you may feel that your members will not attend any local group meetings, in this case, think about networking with CABE chapters in your area and try holding joint meetings.

Activity: Professional Development Lectures/Workshops/Mini-Conferences

One of CABE's key strategies as it works towards "Biliteracy & Education Equity for All" is professional development; which is a key chapter activity as well. The range of activities you might wish to undertake for this purpose is large, from scheduling a guest speaker at one of your regularly scheduled chapter meetings to setting up your own local bilingual education conference. Your chapter should carefully consider all of its options and the resources each would require before making a final decision.

Why? (Needs Addressed): Just as the range of professional development activities you can undertake is large, so too are the reasons for undertaking them. A few you might wish to consider when doing your strategic planning are:

- Building Enthusiasm/Recruiting Chapter Members – Scheduling a guest speaker at a regular chapter meeting can provide a great boost to attendance as it gives a meaningful reason for participation. Additionally, larger events can provide great exposure for your chapter among the larger area education community.
- Providing Tools to Educators – Providing meaningful professional development activities can help give educators in your community the tools they need to be effective in their classrooms and schools. This directly serves the CABE mission of "Promoting and Supporting Educational Excellence and Social Justice for all Students in California."
- Addressing Specific Needs/Issues – You may wish to provide a specific targeted workshop, lecture, or Q&A session to address important time sensitive issues. This could be sessions with educational policy makers from the local or state level, researchers, educators, or other professionals with information about specific items of importance (i.e. testing, special education, education law, etc.)

Resources: Depending on the activity, things you may need to think about are:

- Location
- Refreshments
- Guest Speaker and/or speakers (may include speakers fees)
- Fliers and/or other means of information dissemination

Any sort of lecture, workshop or conference will require all of the same steps for preparing a normal meeting (described in the last section), but it may need other special arrangements. For lectures, your biggest issue will probably be contacting and arranging the details with the guest speaker, and then devising an appropriate method for publicizing/advertising the event. When you are thinking about possible speakers, there are several specific strategies you can use to facilitate the process.

Contact CABE Headquarters/Other CABE Leaders: The community of CABE leaders and advocates includes outstanding individuals who will go out of their way to help your event be a success. If you have an idea for an event, call CABE Headquarters or your regional representatives and invite them or ask for their ideas about local contacts. In the past, various CABE board members, staff members, the CABE lobbyist, and other leaders have all been guest speakers at successful local events. When given sufficient time to calendar and prepare for the event. They also may have contact information for other possible guest speakers.

Talk to Local Policy Makers: One way of assuring the relevance of your workshop to local educators is to invite the individuals making local policy to make presentations. CABE chapters have successfully invited various individuals from their district superintendent, board members, bilingual coordinators, and individuals from the county and state departments of education. If well planned, these activities can not only provide important information to attendees, but also gives the speaker/presenter an opportunity to explain the reasons for policy decisions and collect feedback from the field regarding its implementation.

Form Links to Local Colleges and Universities: Your chapter should reach out and maintain communication with the departments of education of your local colleges and/or universities. This communication can provide many long term benefits to your group, but among the most important of these will be the ability to ask local professors and researchers to help provide meaningful training opportunities for local educators.

Have Chapter Members Make Presentations on Their Own Best Practices: You may find that the best professional development opportunities are those which take advantage of the experience and wisdom of your chapter's members. Ask members if they have any best practices they can present to the larger group, sharing your wisdom will make all of you better educators and advocates.

Speakers Fees & Travel Expenses: Speakers may ask for some small honorarium or reimbursement for travel expenses, and don't let this put you off. These individuals are making a serious commitment of time to properly prepare and present meaningful content. If the event is important, there are several ways you can raise the money for these expenses, from small fees and/or selling refreshments at the event, to using other chapter money. Ask for some sort of receipt or other document of the expenses for your financial records however, as these expenditures need to be considered in your annual budget.

Conferences & Larger Events: As your professional development activity grows in size, the complexities of organizing and facilitating it grow exponentially. Before you plan any large event, make sure you have all of the necessary resources and a complete understanding of possible problems you may encounter, from registration to scheduling. A large conference or event can be a great chapter activity, but if not carefully planned and executed it can have the opposite effect. If you lack experience in conference planning, think about volunteering to work on a planning committee for one of CABE's statewide or regional conferences or events. This will give you the chance to gain first hand knowledge of the complexities involved while working with individuals with great conference planning experience.

S.A.B.B.E. CALENDAR OVERVIEW

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FACILITY REQUEST FORM FOR USE OF

Create a Calendar

By scheduling their meeting calendar at the beginning of the year, planning around school district activities, and establishing clear committees and varieties of meetings, the Shafter Chapter (SABBE) was able to carry on an active series of events and strategies, and consistently involve its membership in this work.

**California Association for Bilingual Education
Long Beach Chapter**

Please join us for our
3rd General Meeting 2000-2001

Tuesday, April 24th, 2001

3:30 p.m.

*Orange Avenue Office
Conference Room C
1399 East 32nd Street
(Corner of Orange & 32nd.
Next to Barroughs Elementary)*

We'll be joined by:
Karen DeVries
Assistant Superintendent- Elementary Schools

Agenda

- 1. Financial Report**
- 2. Legislative Report**
- 3. Karen DeVries: Q&A. ***
- 4. Scholarships**
- 5. Update on CABE 2002**

* Mrs. DeVries will be available to answer questions from our membership regarding ELL issues.

For more information please call Gonzalo Moraga at (562) 424-3797 or one of our Board Members, Thomas Espinoza (Burbank Elementary), Mary DeLang (Webster Elementary), Nancy Aragon (Garfield Elementary).

Give Notice

By creating and distributing fliers with clear descriptions of a meeting's purpose, time, date, location, agenda, and contact information, The Long Beach chapter made its meeting meaningful and relevant, and got the word out with enough time to attract a large number of its members.

Puente Hills C.A.B.E.

Agenda

September 10, 1997



- 1.0 Minutes: Raquel
- 2.0 Treasurer's Report: Nitza
 - 2.1 Bills to be paid
- 3.0 President's Update: Liz
 - 3.1 Legislative News
 - 3.2 Northern Life's Unsung Heroe Award
- 4.0 Committee Reports
 - 4.1 Fund Raiser
 - 4.1.1 Mini-Conference: Mario & Liz
 - 4.2 Program: Luis
 - 4.2.1 Rep Social
 - 4.3 Technology: Luis
 - 4.4 Membership: Charlene
- 5.0 New Business:
 - 5.1 Inter- Chapter Meeting Sept. 26, 1997: Liz

PUENTE HILLS C.A.B.E.

BOARD MINUTES

August 21, 1997

IN ATTENDANCE: Rose Estrada, Nitza Peraza, Mario Castaneda, Gilbert Navarro, Liz Espinosa, Raquel Rosales, Argentina Rivas, Lilly Saldaña, Vicky Fisher, Louie Lujan, and Luis Cruz.

ABSENT: Sylvia Stella, Brian Martinez, and Charlene Fried.

Meeting called to order at 4:55 p.m.

1.0 BOARD DIRECTORY: Board members perused the directory and checked for errors. E-mail addresses were added to the directory where applicable. Follow up: Raquel will make corrections to the directory and distribute copies at the next meeting. She will also three-hole punch them, as well as the minutes and any other copies.

2.0 TREASURER'S REPORT:

2.1 Bills To Be Paid: None. Follow up: Nitza will three-hole punch the Treasurer's report. She will also send a copy of our Financial Report to CABE Headquarters. Liz will write a letter to Headquarters requesting an annual financial report from them.

3.0 PRESIDENT'S UPDATE:

3.1 Welcome: Liz thanked Nitza for hosting our meeting and reminded board members to coordinate with their partner for goodies.

3.2 Orange County Waiver Rescinded: The judge signed a restraining order to stop the waiver from taking effect.

3.3 English Language Education for Immigrant Children Initiative: Liz passed around a FAX she had just received explaining this initiative that proposes having to make a special request to receive bilingual instruction. Follow up: Raquel will make copies of the initiative and hand them out at the next meeting. Liz will three-hole punch the agendas and any other copies she hands out at the meetings. She will also send an updated board member list to CABE Headquarters.

4.0 COMMITTEE REPORTS:

4.1 Newsletter: Our summer newsletter will go out next week. Follow up: Argentina will give Louie the disk containing the newsletter so he can put it on our Web page.

Agendas & Minutes
The Puente Hills chapter's attention to the details of Agenda and Meeting Minutes helped to create a feeling of relevance and continuity that made their ongoing strategies more effective

Technology Committee meeting will be held September 5. At CABE Headquarters Web page was created to attract more members this way. Ideas were discussed as well.

Letter from our president, Liz, regarding Fundraiser Chair. It was decided that Liz will sign it. Follow up: Lilly will send a letter to Vicky as well as a list of speakers.

Technology Committee meeting will be held October 11. Audrey Hicks, Luis, and Ron Leon to host the conference. Raquel will take notes. Ron Leon to cover the custodial fee. She will also arrange for our presenters.

Follow up: Argentina will type up the survey and send it to the fee. She will also arrange for our presenters.

4.4 Legislative Update: (See above)

4.5 Program:

4.5.1 Survey: Gilbert presented the Needs Assessment Sheet and we approved of it. It will be sent with our next newsletter. Follow up: Gilbert will inquire about the theme of this year's Written Language Contest and begin coordinating the program.

4.5.2 Rep Social: This year's first Rep Social will be Friday, September 19 at El Torito. Luis gave Argentina the flyers for the event to be put into the newsletter.

5.0 New Business: none.

NEXT BOARD MEETING: September 10, 1997.

Meeting adjourned at 7:18 p.m.

Minutes taken, typed and submitted by Raquel Rosales, Secretary.

Activity: Social Events

Sometimes the chapter may want to organize a social event for networking purposes.

Why? (Needs Addressed): Although the focus of a social event is not work per se, they are a vital part of a chapter's annual activity calendar, as they provide you the opportunity to celebrate everything you have accomplished. As with other types of meetings, the needs they address depend on the structure of the event, and to accomplish all of your objectives, they require a great deal of thought and planning.

At the beginning of each school year, your chapter may want to plan some sort of social mixer just to get the entire chapter members together, excited, and thinking about your common cause. Growing chapter unity is an extremely important part of making all of your other activities and events successful, so planning this type of social event can be a nice way to begin your work.

Socials can also be a great venue for chapter fundraising efforts (see section on fundraising). Chapter members and others are often willing to pay for a fun event and while they are all gathered together, you can do other fundraising activities as well.

Finally, you can plan a social event in conjunction with other activities to make them more festive and successful. Awarding scholarships and special awards at a special dinner, or inviting local policy makers to mingle with your chapter during a multicultural event at a local school, any time you make an activity fun, you will boost participation, and thereby build enthusiasm for other chapter activities.

Because the ultimate effectiveness of this sort of event is not the work accomplished during the activity, but its structure and details, they require a great deal of preparation. Your chapter will probably want to form a committee of active members several months before the event to plan and make all of the necessary arrangements. It is also a good idea to have members sign up to take responsibility for specific details (entertainment, food, decorations, etc.)

Fliers and Invitations: Make a list of invitees and mail out the invitation including event logistics. If your event includes a meal, pre-sell tickets and/or make invitees RSVP to assure you have the right number of place settings (most hotels and restaurants ask for a firm number of meals a week prior to any event and can then grow by up to 10% the day of the event. More than this, and they will likely increase the costs for added meals). The event should be announced up to 6 weeks in advance.

Time/Scheduling: Plan your event with a theme or special day in mind. Celebrating day of the teacher, Cinco de Mayo, Chinese New Year, or other occasion with special relevance to your chapter's vision and mission is a great way to draw positive connections between your vision and your day to day work.

Program/Agenda: Carefully craft your event's program several weeks before it occurs. You may need to change or refine it as you get closer to the actual day, but you should start your planning with a firm sense of the activities you wish to undertake, and the time you need to spend on each. You will usually wish to designate an emcee/facilitator to help the flow of the event and let the individuals participating in each portion of the event know the amount of time they have for their activity well in advance.

Awards: Giving awards during a social event is a great way for your chapter to honor individuals who help you achieve your long term mission, and they can attract the awardees friends and family to attend. Many chapters schedule a special banquet at which they honor their scholarship recipients, but you may also want to honor past chapter officers, key school district personnel, local advocates, or other individuals who made a real difference in your chapter or community.

Decorations: Decorating the venue is a great way to add character to a social event, especially if they correspond to some other aspect of the activity (Ex: Little skeletons and candles at a Halloween or Dia de los Muertos celebration). The decorations can then be raffled off at the end of the event or used as door prizes as an added incentive or fundraiser!

Entertainment: Plan and schedule entertainment that is appropriate for the activity you plan. You can contract a good local music group for a dance or “concert” type fundraiser. A DJ will often be best if you want a good mix of musical styles. Or, contact local school groups. You can use the children’s work to highlight the good things you are doing as a chapter, and their parents can be a valuable addition to your event.

Activity: Membership Drives

Every chapter should, as part of their annual planning process, set a goal for the number of active members they wish to have during the year. In order to reach this goal, chapters will need to decide on one or more membership recruitment strategies and design a plan for carrying them out.

Why? (Needs Addressed): Recruiting new chapter members is an important activity for a number of reasons. Each increase in active participants and advocates strengthens a chapter’s voice when speaking to policy makers, the media, and the community. Each new member brings added resources in the form of contacts and volunteer hours. The larger a chapters core membership, the greater its shared experience and enthusiasm will be. And, each chapter receives 20% of the dues of each paid member, which is often the main source of chapter funding.

There are many ways a chapter can recruit new members. With some planning and creativity, there is no reason your chapter cannot grow every year. To help you begin this process, we have included a few of the specific strategies and recruiting tools various chapters have used successfully below:

Develop specific annual recruitment targets for the chapter and/or individual members: At your first meeting of the year, you should set some specific target for your chapter’s recruiting drive (i.e. 10 new active members by the end of the school year). You should then set some specific target for the recruitment activities of each active member (ex: Have every member promise to get one person involved over the course of the year. If members follow through on this simple commitment, your chapter’s active membership could double each year!). To make membership recruitment more interesting, make it a contest. Develop some prize for the chapter member who recruits the most new members during the year or recognize recruiting champions at each general chapter meeting with some small token of appreciation.

Create a chapter information packet or flier: Recruiting new members is largely a matter of selling both CABE’s and your chapter’s vision and mission to prospective members. To convince people that their membership in the organization and in your chapter will make some real difference for English language learners. CABE has many items that can help you in this task, from the membership brochures to our publications and conference information.

All of these materials are available from CABE Headquarters upon request. You will find that these materials can become much more effective if you personalize them to your community by creating your own chapter flier and/or recruitment letter as an introduction however. These fliers can include: a list of important chapter activities and events; your chapter's vision & mission statements; and the schools and/or districts your chapter serves. The flier should also include contact information for chapter leaders, so prospective members can get more information about the organization.

Develop a CABE Chapter Display: You may want to recruit new members at education or cultural events in your local area. To help make this sort of recruiting effective, you should create some sort of CABE display. This display could include: a special chapter banner or tablecloth; an assortment of informational materials (brochures, CABE publications, conference/event information, photocopies of studies or articles about bilingual education, etc.); some sort of display highlighting past chapter activities (photos, fliers, etc.); and promotional items (t-shirts, buttons, etc.) either from CABE Headquarters or of your own design.

Give goodies to new members: Give something to new members when they sign up. This may be something as simple as a "new CABE member" ribbon, or it could be a more substantial item such as a pin, button or tee shirt. Regardless of the item chosen, the act of actually receiving something material when you become a member can be a powerful psychological incentive.

Make a calendar of local recruiting opportunities & events: Have active members submit information about events and activities that may provide good recruitment opportunities (conferences, cultural activities, school events, etc.) and have your members sign up to be official chapter representatives and recruiters at these events.

Recruit New Teachers: Actively recruit new teachers. They will have many questions and concerns and may not be aware of all of the resources available through CABE and your chapter. You may even want to schedule a special new teacher workshop or have chapter representatives at your district's new teacher orientation at the beginning of the school year.

Make CABE Corners in the Teacher's Lounge: Put your packet of recruitment materials and membership brochures in a visible place in the teachers' lounges of schools in your area. You may also want to leave copies of CABE publications such as the Multilingual Educator as lunch reading for teachers.

Designate a Membership Officer for your chapter: Finally, you may want to designate one individual in particular to spearhead all of your membership and recruitment activities. This person would be responsible for delegating recruitment duties to other chapter members, insuring that your chapter has good recruitment materials, and keeping track of your chapter's membership list and membership expiration dates.

Send information on your chapter to CABE Headquarters: Finally, you should fill out the CABE chapter report with information about your chapter, and submit to CABE Headquarters. CABE will use this information to tell members and the community about chapter activities at statewide conferences and events. The information will also be included on the CABE website.

Activity: Newsletters

The chapter can publish a small periodical newsletter to keep your membership apprised of chapter activities, important information, and current events. This can consist of a few photocopied pages sent to members every few months, or it can be a more ambitious project, depending on your needs.

Why? (Needs Addressed): Perhaps the most important reason for a newsletter is that it lets your membership know that you remain an active group and that there continue to be advocates for bilingual education and the rights of English language learners in your community. Newsletters can also perform a number of other functions. They contain information on chapter events and activities, which can make them more successful. They can serve as recruitment tools. They provide a forum for CABE advocates writing about important local, state, and national issues. And they can give your members another way to share best practices and local bilingual success stories.

Although it can, in the long run, provide immense benefits to your chapter and improve the effectiveness of all your other activities, a newsletter takes a continuing dedication of time and commitment to be effective. You should have one chapter officer or representative agree to be responsible for editing and producing the newsletter. This person will need assistance from other chapter members, so perhaps various sections of the newsletter can be assigned to different individuals.

Calendar/Officer List/Chapter Contact Information – Some of the things every issue of your newsletter should have are: a calendar of upcoming chapter and CABE meetings and events; a list of your chapter officers; and contact information for key chapter representatives.

Reporting on Chapter Activities & Events – If you have a chapter newsletter, you should assign a member of the planning committee for each of your other activities to write an article about them for the publication. These do not need to be long, but will serve as a good record of your chapter's activities and tell and/or remind chapter members about your successes.

President/Board Messages – Have the chapter leaders write brief messages to the membership about chapter priorities and/or important issues affecting members in the local area.

Membership Information – Another important component of any chapter publication should be a membership form (with pre-filled chapter information) so members can renew and/or get their friends to join CABE. Your membership section doesn't have to stop there. Think about including the names of all new members or other information that can help turn your publication into a recruiting tool!



Ventura County CABE Newsletter

March, 1998

Ventura County CABE Calls Members to Action

Proposition 227: "English for the Children" A Message from the President

If Proposition 227, the Unz initiative, passes, it's clear that our children will be the losers. This initiative would immediately outlaw successful programs that teach children English. This encompasses bilingual programs and English Language Development Programs, as we now know them. Other fallout from this initiative would be that local school boards would lose control over how district children are educated. This initiative mandates a single instructional strategy. Boards would have little or no say in how children, who are limited in English, would be educated. In fact they could be personally held responsible for any action that differed from the Unz strict guidelines. This liability would also effect a teacher, or other educator, who might speak to a child in their home language, in an effort to bring meaning to instruction. A teacher could be sued for attempting to communicate with students.

While money would be allocated for English classes for adults, children would receive only one year of English language instruction. At the end of this time they would be submerged in a general education classroom with no consideration given for the fact that they are in the process of acquiring a new language, or whether they've mastered enough academic English to succeed in school. This instruction could very well be a class in the elementary school, with kindergarten through

sixth grade students, all taught together. Thus, we might see thirteen-year-old boys and girls put into classrooms with 5 year olds. Any general education teacher could be assigned this class, not just a teacher proficient in the teaching of limited English students. All students would then transition to the regular classroom after a maximum of one year, except under limited circumstances.

"Proposition 227, the Ron Unz Initiative, is not the answer. It is a poorly written initiative that will do terrible harm to children."

Phil Ross, President
Ventura County CABE

There are issues that need to be looked at in the teaching of our limited English students. Proposition 227, the Ron Unz Initiative, is not the answer. It is a poorly written initiative that will do terrible harm to children. If it passes it can be changed only by another initiative or by a 2/3rds vote of the Legislature and the Governor's signature. Are we so afraid of diversity that our educational system has come to this?

How You Can Help! Lynne Aoki

- Volunteer to help Martha Hernandez with the next big County-wide fund raiser coming up soon. Martha is looking for a co-chair to help her with this. Don't let her down. Volunteer and you'll not only feel good about yourself, you'll get to work with one of our true movers and shakers.

- Secure items for the April silent auctions (dates and locations to be determined). Ask your friends and local businesses to contribute. Ideas: dining certificates, gift baskets, hotel rooms or condos, gift certificates, art, plants, dollars off coupons, free oil change, puppy?? Contact Martha Hernandez (805) 988-1441. See, she can't do this all herself (although she's trying!).

- Make items for the April silent auction (date and location to be determined). People like art and baskets. Oxnard is putting together a Curious George basket. Kathy Contreras is doing a Pan Dulce basket. How creative can your school or organization be? Put together a basket and get it to . . . YES, Martha!

- Sell as many raffle tickets as possible. Call Martha to get tickets for yourself and others.

- Have a house party and invite all your friends. Raise money and awareness, and have a good time!

Using a Newsletter to Rally Chapter Support

The Ventura County CABE Chapter sent out this newsletter in the months prior to the passage of Proposition 227. It contained information about the initiative, and ideas about how chapter members could get involved. If there are issues in your community, a newsletter can be a great way to highlight them and the work your chapter is doing to effect change.

California Association For Bilingual Education

San Jacinto Valley Chapter 35

Issue #1

June, 1998

A Message from the Editor

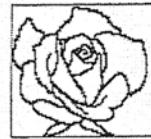
By: Sandra A. Ramírez

Dear C.A.B.E. members,

This is the first issue of the CABE San Jacinto Valley Chapter 35 newsletter. Most of the articles that are featured in this newsletter, are to inform you and your colleagues of the effects Proposition 227- UNZ initiative. As educators, we are obligated to insure equal educational opportunities to ALL children. They are our future.

Also, if you and/or your students have any literary works they would like to display. Please let me know as soon as possible. If you have any questions or comments please do not hesitate to inform me. Thank you for taking the time to read this newsletter.

Sincerely,
Sandra A. Ramírez



A Look into the glass of Time during the month of June



June 18, 1959: Arkansas School law used by Gov. Orval Faubus to close public schools in Little Rock and maintain de facto segregation was ruled unconstitutional by federal court.

June 25, 1962: New York State law permitting recitation of an official prayer in public schools was ruled unconstitutional by Supreme Court.

June 11, 1963: University of Alabama was desegregated.

June 19, 1967: De facto school segregation in Washington, D.C. was ordered ended by U.S. District Judge J. Skelly Wright.

June 26, 1992: Supreme Court ruling 8-1, that Mississippi had failed to end racial segregation in its state university system as required to meet constitutional standards.

Providing Fun Information

This issue of the San Jacinto Valley CABE chapter's newsletter contained a number of fun bits of information related to the continuing struggle for "Biliteracy & Educational Equity for All." This sort of content can make a chapter newsletter something your members will look forward to receiving in the mail.

Activity: Fundraising

Fundraising activities are vital if you as a chapter wish to elaborate activities. As official groups within CABE, the chapter can use CABE's tax-exempt identification number.

Why? (Needs Addressed): Fundraising is necessary to support all of your chapter activities, and so, should be one of the items you discuss as part of every strategy and planning session. There are many ways you can raise money, some of which are described below, but there are basically two general types of fundraising you should consider:

General Purpose Fundraising – A number of your fundraising efforts will be dedicated to the purpose of building your chapter's general fund. You will need general fund dollars for all of your month to month activities (copying & mailing of fliers, refreshments for meetings, etc.)

Activity Specific Fundraising – The other way to get financial support is to raise money for a specific purpose (i.e. fundraising for scholarships). It is often easier to get support if you are able to tell donors exactly what program the money will be used for, and you might want to include a separate fundraising plan for each other activity that you plan.

Develop a fundraising committee that will develop fundraising goals, and a plan of action for meeting the goal. There are any number of ways and strategies for raising money, but most of them share a few main characteristics.

Sell Your Activities – It is hard to get donations if you cannot convince others that their money will be put to good use. Develop a packet of materials describing what your chapter does and how donations will make a difference. Or, if you are raising money for a specific activity, have samples of the publicity materials for that activity and a short description of the needs addressed that you can give to possible donors.

Recognize/Thank Donors – All donors like to feel their contribution is appreciated. If you are getting straight donations, you should recognize the individual donors at one of your chapter meetings or events and send them a thank-you letter. If you are using a gimmick of some sort (raffle, etc.) or selling promotional items, the donors will be getting something tangible for their donation.

Give Receipts – In order to claim donations to CABE chapters for tax purposes, donors need some official record of their contribution. Your chapter should make a simple receipt book with the chapter name and donation/sale information on each receipt that you can use for these transactions.

Other Ideas: Sale of Promotional Items -- Apart from the various donation varieties of fundraising, one activity your chapter can undertake is the creation and sale of promotional items. Make the investment to design and buy t-shirts, mugs, bumper stickers or other materials for your chapter, and then sell them to chapter members and the broader community directly or at your various events and meetings. You can also get CABE promotional items from headquarters and sell these in your local area with a small profit margin for your chapter.

Five Things Chapters Can Do to Raise \$100 to \$5,000

Most chapters feel that they “ought” to be raising money, or more money. It’s frustrating to be the only member of the chapter who wants to do more to raise money, when others are reluctant or even antagonistic about the idea. The chapter as a whole needs to ensure that there is an overall plan for raising or earning the money the organization needs to do its work. This “Main Course ” looks NOT at what the chapter should or can do, but suggests what each of us, as just ONE chapter member, can do as an individual.

1. Make a personal contribution. Hand write a short note to the chapter president explaining why you are making the contribution, and give the check and note to him or her as you leave the meeting.
2. Host a dessert party in your home or business and invite twenty friends and relatives. On the invitation say that they will learn about the organization, be asked but not pressured to make a contribution, and enjoy a great dessert. Hold the party on a weeknight around 7 pm. The day before the party, call everyone again and urge them to attend. Invite three or four other members so they can learn how to do this themselves. Make or buy finger desserts, such as cookies or eclairs (cakes don’t lend themselves to parties). Bake some cupcakes but do not serve them. At the party, have one member speak for three minutes about what the organization has meant to him or her. Then YOU explain to the group why you are a chapter member and think the organization is important. Ask the group if there are any questions, and encourage your guests to make a contribution, if they feel the cause is worthwhile, before leaving the party. As a bonus, offer them two cupcakes to take home if they make a contribution before leaving: this gives them a “reason” to write the check tonight.
3. Write a letter and send it to ten friends and relatives. In the letter, explain why you volunteer your time for CABE. Ask them to consider making a contribution to the organization, and let them know they can send the check to you or directly to the organization. (If you send out a holiday letter, you can include this in your letter.)
4. Volunteer to match the contributions from other members. Tell the chapter members that you will match, dollar-for-dollar, every contribution from a board member before December 31, up to a specified total. The catch: You will only do it if each and every member makes a contribution.
5. Together with two or three other chapter members, pledge significant gifts. Then write a letter to the rest of the chapter showing your collective commitment: “We-Felicia, Pat, Laura, and Edgar-have pledged to give a combined total of \$100 to our CABE chapter this year. We’re doing this because we believe in the work we’re doing and we want to make sure we can do as much as we can. Won’t you join us in building the important work of CABE and for English Learners

Remember: The more funds you raise the more activities the chapter can have or they can increase the scholarships the chapter provides to deserving students and/or teachers.

Other Fundraising Ideas:

- House parties
- Fundraising during events
- Direct Solicitation via a letter writing campaign
- 50/50 Raffle (Opportunity Drawing)
- Charity Auction

Activity: Parent Training and Organizing

Your CABE chapter can serve as a powerful advocate for English language learners by organizing and teaching parents their rights and giving them strategies and information for working with their child's schools and districts. This activity is especially important after the passage of Proposition 227, as parents need quality information about program options and the waiver process.

Why? (Needs Addressed): Parents are a vital part of their children's education, and should be important components of any program or organization that deals with educational policy. Getting parents involved in your chapter or using your chapter to organize parents outside of the school environment are both valid and necessary activities. An organized and informed group of parents can have a startling impact on local education decisions (see section on representation with local policy makers). Parent chapter members can have important links to the community and other organizations. And, most importantly, parents can help achieve CABE's vision of "bilingualism and education equity" for their own children.

If your chapter wishes to do extensive work with parents, there are several strategies you can use to make your activities more successful. A few key things to consider are:

Contact Parent Leaders in Your Local Schools – There are often a few key parents in each class who consistently work with the school and to whom other parents turn for information about the school and/or advice about education issues. If you can recruit these key individuals to your cause, they will be able to bring large groups of other parents to your activities. You should also keep a close working relationship between your CABE chapter and your school and district ELAC and DELAC groups.

Find or Develop Parent Speakers and Advocates – Often parents will trust information coming from other parents more than that which comes from teachers or other school and district personnel. Contact CAPBE (California Association of Parents for Bilingual Education), CABE's affiliate group for parents, or CABE Headquarter staff regarding the California State Parent Information Resource Center 1 – Project INSPIRE, resources provided by CABE Staff throughout California.

Work with local churches or other community groups – It is often easier to contact and organize parents if you work with local churches or other places they are likely to attend outside of the school environment.

Provide refreshments and work on evenings and weekends – It is much easier to get parents to attend your organizing activity if you schedule it in the evenings or on weekends when fewer of them are working. Free meals and/or refreshments can also be a great added incentive to get parents to attend.

Publicize your event in multiple languages and have translation services available – In order to be effective, your activities must be presented in languages the parents you are organizing understand. Present your activities several times in a different language for each group you are attempting to organize, or have translators and interpretation equipment for key languages available at the event or activity.

Provide childcare – If you are organizing or speaking to a group of parents, one of their biggest concerns will be what their children are doing during the event. Have volunteer members do activities with the children while their parents are in the meeting and/or other events.

Activity: Representation with Local Education Policy Makers

To be effective agents of change at the local level, your chapter will need to work with local education policy makers. There are many ways to do this, from attending meetings of the local Board of Education, to inviting school administrators to your chapter meetings. The specific strategy you choose will depend on a number of factors, from the resources you have available, to local political issues affecting your chapter activities.

Why? (Needs Addressed): Establishing a relationship with local policy makers can be an extremely important chapter activity for a number of reasons. Most decisions about what sorts of programs are offered in your local schools, and what resources these programs will receive, are made by decision-makers at the local level. This means that the chapter's work with school administrators and local Board of Education can have a huge impact on the education of English language learners in your area. A solid working relationship with your local administration will often imply many added resources (i.e. the use of school property for meetings), additional recruitment opportunities (i.e. the ability to discuss CABE membership at new teacher meetings) and great publicity.

Become aware of the duties and responsibilities of your local Board of Education and how they are implemented. The people elected to serve on the local public school board are as important for the future of bilingual education, as the governor and legislators in Sacramento. While the Legislature authorizes and provides funds for ELL students, and the California Department of Education (CDE) reviews and approves program applications from districts, it is the local district superintendent and school board who:

- Decide to institute or maintain a bilingual program.
- Decide on the criteria for district ELL identification.
- Determine the type of program coordination and oversight.
- Decide what form the program will take (magnet schools, site-managed, pull out program, classroom differentiation, etc.).
- Decide whether or not to augment state ELL funds with local general funds.

School board members are faced with the necessity of making difficult educational decisions. It is imperative that advocacy at this level be well planned and coordinated if bilingual programs are to provide quality educational experiences that survive over time. Each local community may be at a different level of development in meeting the needs of ELL students. An effective advocate must become aware of local issues and concerns affecting educational decisions.

Activity: Outreaching and Networking

Networking with other organizations and community leaders in the area helps facilitate the chapter's work in the community and more successful. If anything, you should definitely contact other CABE chapters in your area to jointly work on more ambitious projects and events.

Why? (Needs Addressed): Working with groups and individuals outside of the bilingual education field is beneficial. Advocates outside the education arena, but still strong supporters of education, may be viewed as more impartial and objective in their opinions to the larger community. This outreach publicizes the benefits of bilingual education in the broader community and at the same time it highlights the good things your chapter is doing for local schools and children.

Involving the Community: Many people in the local community can significantly influence decisions at all levels related to education. Some people to consider contacting and involving in advocacy efforts are:

- **Elected community leaders** such as council members, county board of supervisors, county school board members, and members of county Democrat and Republican Central Committees. An elected official who is willing to speak or write on behalf of bilingual education carries the weight of several parents and educators.
- **People interested in education** who may be your friends or neighbors and who have close ties to members of the school board, state legislature, or other elected and non-elected leaders in your community.
- **Leaders in the various ethnic or minority communities.** One of the most powerful actions bilingual advocates can take is to find and enlist advocates among all of these communities.
- **Parent Teacher Association (PTA) members and other school leaders** such as members of the school's site council. It is best to choose those who are most listened to and respected by school board members.
- **Representatives of professional groups** including lawyers, doctors, journalists, dentists, engineers, and nurses.
 1. Teachers in regular classrooms.
 2. College and university professors and officials.
 3. Religious leaders
 4. Corporate officials. Business and industrial leaders are becoming increasingly concerned with the U.S. position in the world regarding innovative leadership and research and development. For this reason, many are becoming more interested and involved in enhancing elementary and secondary education.
- **Leaders in other organized groups.** The League of Women Voters, chambers of commerce, Lions, Rotary, and groups that support the arts are just a few of the many organizations that can have a positive interest in and effect on improving educational opportunities.

Reaching out to members of the broader community not only opens the way for others to advocate for bilingual programs, but also may create unexpected and vital educational opportunities for children in the local programs. Students who can become constructively and actively involved in the community are their own best advocates.

Activity: Chapter Scholarships

Most of the money CABE distributes yearly for scholarships comes from the efforts of our local chapters, and awarding scholarships may be your chapter's biggest annual project.

Why? (Needs Addressed): Setting up a chapter scholarship program promotes quality bilingual programs, highlights bilingual success stories, and/or may address the shortage of qualified bilingual teachers. Scholarships also serve as powerful public relations tools. Awarding scholarships at school functions makes it possible to showcase the chapter. Important local policy makers will usually agree to distribute the scholarship awards, providing your chapter with the opportunity to create positive interactions with these individuals. Fundraising for scholarships is much easier than some other sorts of functions. And, often scholarship events can be great venues for getting other chapter messages out.

Resources

- Scholarship Committee
- Scholarship Applications & Distribution System
- Awards/Certificates (Certificates are available from CABE Headquarters – See Part IV)
- Venue for Award Ceremony
- Scholarship Fund

After deciding what group or groups you are going to award scholarships, your chapter should form a scholarship committee to design the award criteria, set timelines, and handle all of the other details of the program. You might want to coordinate this committee's work with other chapter groups, especially if your chapter plans on holding a special event to award the winners, or needs to undertake additional fundraising to build your scholarship fund.

There are several key components that your scholarship should arrange and be responsible for are outlined below:

Choosing the Type and Monetary Value of Your Scholarship Award(s) –Determine what sorts of students your scholarship award targets (bilingual high school students going to college, paraprofessionals studying to become bilingual teachers, etc.), and the number and size of the awards.

Balance the need to have scholarships that are large enough to be meaningful for the potential applicants and the desire to have more awards to help more students. Generally, chapter scholarships for college/higher education bound students range between \$100 and \$500. You may even want to have first, second, and honorable mention scholarships or find some other way to grant a variety of scholarships with different monetary values.

After deciding on the total monetary amount for each award, the chapter will need to undertake the fundraising activities necessary to make them possible (see section on fundraising). You can also get matching funds for your scholarship pool from CABE Headquarters.

Designing Scholarship Criteria – Your scholarship committee should carefully consider what criteria to look for in your scholarship applicants and how these various criteria will be weighted in your determination of awardees. Some criteria you might wish to consider are: academic performance, citizenship and community service, planned subject of future study, an essay on a pre-determined theme, and/or letters of recommendation. Your committee can use these or any other criteria you think appropriately reflect your chapter's vision and mission.

Disseminating Scholarship Applications – After designing the scholarship application, take them to all of the local schools in your chapter's area. You may wish to assign one individual at each school site to coordinate scholarship application dissemination and collection.

Determining Winners – After receiving all of the applications, the scholarship committee will need to schedule some time together to review them and decide on the winners. Make a clear set of criteria for judging the applications and decide how you wish to weigh each portion of the application. To avoid questions of impropriety, have at least three individuals review each application and average their scores. Avoid having people review the applications of people they know.

CABE will reimburse scholarship payments of up to \$500 dollars per chapter per year. To receive this reimbursement, a chapter needs to fill out the scholarship information form on the next page. This application and any additional documentation will be reviewed by CABE Headquarters and a reimbursement of up to \$500 will be sent to the chapter president. Your chapter will receive this reimbursement as soon after this review as we are able to prepare the check.

Please note that you can only receive \$500 in scholarship reimbursements in any one given fiscal year, so if you forget to file for re-imbursement one year, and award more scholarships the next year, you will still only be able to receive a total of \$500 from CABE headquarters (so file the information in a timely manner!)

Remember:

- CABE Chapter scholarships are meant to be used for students whose needs directly reflect the organization and your chapter's mission, namely bilingual students, and individuals (paraprofessionals) studying to become bilingual educators. Most chapters have precise language regarding scholarship awards in their official bylaws. Make sure that any chapter scholarship program you plan reflects these strictures.
- CABE chapter scholarship re-imbursements were originally envisioned as matching funds to allow our chapters to award even more in the way of scholarships to their local communities. Therefore, you should never think of this money as a cap on your annual scholarship spending, but merely as a supplement to money your chapter raises in other ways.

Scholarship Information Form

SCHOLARSHIP INFORMATION FORM

Chapter Name/No. _____ Submitted by _____

1. Did your chapter give scholarship award(s) to your chapter's student members during this fiscal year? (Circle one) **Yes** **No**

If yes, what was the total amount of award(s) given during this period? \$_____

2. Has your chapter requested CABE Headquarters to process your chapter's scholarship award reimbursement? (Circle One) **Yes** **No**

Note: The maximum scholarship reimbursement amount for each Chapter is \$500.

Request for scholarship reimbursement after the deadline requirement will not be processed due to the restrictions of available funds allocated in the annual budget.

3. Name of Scholarship(s)_____

4. Date of Award(s)_____

5. Location of Award Site_____

6. Please describe how the award money is processed. Please indicate if the award is given directly to the recipient by your chapter. Is there a school/community scholarship organization?
- _____
- _____
- _____

7. Please list the recipients and amount of each scholarship:

Name:	Amount:

8. Please attach school attendance verification IF attendance verified by your chapter. If not, please describe the procedure used for school attendance verification.
- _____

9. Please attach student biographies. School scholarship essays may be used.

Please mail or fax to CABE, 16033 E. San Bernardino Road, Covina, CA 91722-3900, FAX (626) 814-4640 **no later than July 31**. Questions can be directed to Irma Gallegos (626)814-441, Ext. 203.

Thank you for your timely response and helping CABE in complying with legal fiscal requirements.

CABE Teacherships Awards and Process

Several years ago, CABE set up the CABE Teachership Program, an endowment to award \$2000 scholarships to ten outstanding paraprofessional CABE members (two from each CABE region) who are pursuing their bilingual teaching credentials. The structure of the teachership is designed to involve our chapters and the CABTE affiliate directly in the process. Each chapter/CABTE has the opportunity to nominate members for a teachership award. Three of these awards, are named for outstanding bilingual advocates, the Alma Flor Ada Teachership, the Adele Martinez Teachership and the Carlos Penichet Teachership respectively.

CABE encourages members who are enrolled in a college/university and have declared a major leading to a bilingual teaching credential to apply for a Teachership Award. Please submit your application and other requested documents to CABE Headquarters by the specified due date. Please be sure to answer all questions completely. Applicants who do not meet the eligibility criteria or submit an incomplete application package will not be considered for the award. All personal information will be strictly confidential.

The Region Representatives form a committee to review all nominees from their region and then selects up to two (2) winners to be that region's teachership recipients. Teacherships are awarded during the Annual CABE Conference, Advocacy Day or Gala Scholarship Benefit Dinner.

CABE Bilingual Teachership Award

A. Eligibility Criteria – Candidates must:

1. Be a current member of CABE
2. Be enrolled in a college/university with a declared major leading to a teacher credential (elementary/secondary) and/or have completed a minimum of 15 college credits and/or enrolled in a teacher preparation program. (must provide transcripts)
3. Have experience working in an educational setting as a teacher assistant or mentor
4. Provide proof of current enrollment in a college/university
5. Have full proficiency in English and one other language that is used as a medium of instruction and/or that is the primary language of students in the public schools.
6. Be committed to pursuing a career as a preschool/elementary/secondary level bilingual teacher

B. Submit the following information to CABE Headquarters (see CABE website for post mark date)

1. Completed application
2. A minimum of two (2) letters of recommendation: Must be original letters, each written on letterhead, signed and dated no earlier than January 2007. No copies will be accepted. You may fax the letters, but the original letters must be mailed before the application can be considered. Note: One letter of recommendation must be from a current reference. (i.e., professor, teacher, program coordinator, principal, etc.)
3. Personal statement: Describe your commitment to becoming a bilingual teacher. What are your goals as a bilingual teacher? Why do you think it is important to have bilingual education program? (approx. 250 words)
4. A nomination letter signed by a chapter president, regional representative or nominator (CABE member) stating valid reasons for the nomination
5. Current transcripts
6. Proof of current enrollment in college/university

C. Application Process and Due dates: Applications must be complete and include all supporting documentation and reach CABE Headquarter by the established deadline date posted on the CABE website www.bilingualeducation.org

1. CABE Headquarters reviews and verifies the information submitted, including recommendations and references. Any non-verifiable information will result in disqualification of candidate.
2. Local chapters/Regional Representatives including CABTE affiliate members, if possible, will form a committee (consisting of a minimum of two (2) additional CABE members whose chapter is not involved in the Teachership application to review applications) and submit final candidates for their respective Region by postmarked date.
3. CABE Headquarters notifies the winners
4. Recognition of winners will be at the Annual CABE Conference, Advocacy Day or Gala Scholarship Benefit dinner.



California Association for Bilingual Education

California Association for Bilingual Education

16033 E. San Bernardino Road • Covina, CA 91722-3900 • 626-814-4441 • 626-480-4640 FAX

CABE TEACHERSHIP PROGRAM APPLICATION

Personal Information

1. Name: _____
First _____ Middle _____ Last _____

2. Address: _____
City: _____ State: _____ Zip Code: _____

3. Home Phone: _____ Cell phone: _____
Fax number, if applicable: _____
Email: _____

4. CABE Membership Number: _____

5. Name of College/University where you are enrolled:

Name _____ Major _____

City _____ State _____

6. High School Attended:

Name _____ City _____ State _____

7. CABE Chapter you belong to (if applicable):

Name of Chapter _____ Name of Chapter President _____

CABE Region – please circle one: 1 2 3 4 5

8. What language(s) do you usually speak? Please indicate level of proficiency (Beginner, Intermediate, or Advanced).

English: Beginning _____ Intermediate _____ Advanced _____

Spanish: Beginning _____ Intermediate _____ Advanced _____

Korean: Beginning _____ Intermediate _____ Advanced _____

Mandarin: Beginning _____ Intermediate _____ Advanced _____

Cantonese: Beginning _____ Intermediate _____ Advanced _____

Other _____



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CABE TEACHERSHIP PROGRAM APPLICATION

9. Please check your gross family income reported on recent Federal Tax Return (optional)

\$10,000 or less \$10,000 to \$25,000
 \$25,000 to \$40,000 More than \$40,000

Education

10. Are you currently enrolled or are planning to enroll in an undergraduate/graduate teacher credential program?

Yes No

Type of credential: Multiple Subjects (elementary) _____ Single Subject (secondary): _____

For the credential-level you are seeking; are you intending on seeking a bilingual emphasis?

11. If enrolled, please provide the total number of college units completed up to date: _____

Experience

12. Have you ever worked or volunteered as a teacher assistant/paraprofessional? _____ if so, for how many years?

13. How many hours per week are you assigned? _____ hours

14. Are you presently assigned to a bilingual classroom? Yes No

If yes, please provide the name of your classroom teacher: _____

15. Are assigned to a bilingual (credentialed) teacher? Yes No

16. Which language(s) do you use for instruction?

English

Spanish

Other, specify language(s): _____

22. What are your instructional responsibilities? (Check all that apply)

Non-English language instruction for reading/language arts

Non-English language instruction for math/science/social studies

English as a Second Language (ESL) instruction

Translation of printed materials

Tutoring in Math Science Social Studies Other: _____

23. Personal Statement: Describe your commitment to becoming a bilingual teacher. What are your goals as a bilingual teacher? Why do you think it is important to have a bilingual education program? (Approx. 250 words) – ***Must be typed on a separate sheet.***

Applicant signature: _____ Date: _____

Nominator's name _____ Current CABE member? Yes No

Nominator's signature _____ Date _____

Become an Advocate with the Local Board of Education

As a chapter become an effective advocate to the local Board of Education members by:

Familiarizing yourself with legal requirements. Finding out what is available in other, similar-sized districts and conducting a needs assessment by finding out what is going on for ELL students and then deciding what you would like to see happen.

Asking the district superintendent or a board member to request a presentation for the board on the bilingual program, or some aspect of the program, such as its goals and accomplishments. (Note: The calendar of board presentations is often scheduled early in the school year, so plan ahead.)

Researching how ELL students in your district compare in achievement to ELL students in other districts and requesting that board members visit the program, preferably one at a time, accompanied by one or two parents. Make sure visitors know the goals of the program, have opportunities to speak with students, and see the program in action.

Providing a fact sheet on the history of state and local programs and having students make presentations related to specific topics or experiences. Another strategy is eliciting interest in and support of the program before a crisis develops by speaking informally with board members, they are usually interested in specific district program successes.

Citing anecdotal information on program “graduates.” Where do they go on to school? What do they accomplish in school or beyond? Do they attribute part of their success to participation in the program? Such individual, local-level information is enormously impressive to board members faced with hard decisions.

Monitoring board meetings. An advocate, identified with a CABE or CAPBE lapel button or label, could be present at most board meetings. The advocate(s) should be sure to sign in at the visitors' register. Not only will this keep members aware of an advocate's interest in bilingual education, but it will also help the advocate communicate with members of the board about their district responsibilities, concerns, and problems related to the bilingual program.

Helping to elect board members. Interview candidates prior to election specifically about their viewpoints toward the education of English language learner students. Some chapter members may decide to support one or more candidates with volunteer time and money. You may wish to consider becoming a candidate for the Board of Education yourself.

Sending a letter to board members telling them about your child's experiences and your appreciation for the board members' interest and support of bilingual programs. The frustrating reality is that parents or community members with complaints are heard from far more often than those with compliments, thus distorting the board's perception of programs.

A large gathering of advocates in support of the same issue is always noticed at a meeting, even if none of them speak. Advocates must be vigilant to ensure that the bilingual program and its funding is not eliminated. Have a bilingual advocate at each board meeting, even when there are no bilingual education-related agenda items. It is important to have designated CABE members monitor the board members' instructional and budgetary interests and practices. By assigning one member the responsibility of monitoring board meetings for the entire school year, the board will come to recognize that person sitting in the audience as a CABE representative. If different people attend each meeting, they should introduce themselves to as many board members as possible prior to the meeting, identifying themselves as CABE members.

Ask for time on the agenda to have bilingual teachers illustrate the successes of the bilingual/ELL program. The presentation can be enhanced with projects, slides, exhibits, honors, and test scores as well as brief testimonials from parents about the positive changes their children have experienced as a result of the program.

The role of educators as advocates at the local level is different from that of parents and other community members. Because professional educators have information about English language learner children, district programs, and the opportunity to make contact with many parents, they also have a responsibility to:

- Share their knowledge about bilingual education.
- Provide opportunities for parent involvement at the local level.
- Encourage others to become involved in the advocacy movement.
- Actively participate in bilingual education organizations.

Activity: School Site Visits

The best way to advocate for quality bilingual programs is to showcase the classroom work your chapter members complete. As a chapter, you can connect your local school and/or district, local and state media outlets, and policy makers by arranging for these individuals to tour exceptional local bilingual programs.

Why? (Needs Addressed): Arranging for elected officials and media outlets to visit successful bilingual programs and classrooms can be a great boost to your chapter's activity level. It provides your members an opportunity to share all of the great work that they do in a way that will actually make a positive difference. It is a great advocacy tool and a way to build a lasting working relationship with all the attendees, the school staff, and district leaders.

As you begin to plan a school visit, you should first decide which programs you wish to highlight and what the best way to showcase them are. You might want the visitor to see a bilingual class doing its day to day work, or you might want to schedule the visit during an important school activity or celebration (i.e. a school international day or other special holiday). Either way, you can use the checklist on the next page to plan your visit's timeline and to assign responsibilities among chapter members.

CABE Bilingual Classroom Visit Checklist

Deadline	Task	Who?	Completed?
	<p>Select Program, Get Permission, Invite Legislators</p> <ul style="list-style-type: none"> • Select class(es) to visit, clear with teacher, principal, superintendent • Gather program information • Talk to legislator's scheduling secretary • Follow-up with letter describing program and mentioning media will be invited. 		
	<p>Invite School Board members, and local community leaders</p> <ul style="list-style-type: none"> • Once a date is confirmed, make sure all district and community VIPs are invited. 		
	<p>Write and Mail Media Advisory</p> <ul style="list-style-type: none"> • Compile complete list of media contacts in your area • Confirm all program participants • Plan event program: <ul style="list-style-type: none"> ◦ Briefing on program ◦ Classroom visit ◦ Debriefing 		
	<p>Write News Release and Statements Design media packets and gather materials</p> <ul style="list-style-type: none"> • Site logistics: where will we gather? Signs needed? What will children be doing during visit? Who will speak? • Call key media to put on planning calendar: newspaper education reporters, TV, news talk radio • Send a notice/permission slip to parents • Make reminder calls to media • Fax advisory to key media • Assembly press packets • Make name tags 		
	<ul style="list-style-type: none"> • Arrive at school site early: Meet n' Greet • Arrange phone follow-up interviews with news reporters • Send thank you letters to participants • Track news articles and gather clips • Call reporters to clarify any misstatements or inaccurate coverage. • Stay in touch with media participants, keep them informed over time. 		

Activity: Letter Writing

When important items come up for discussion or debate at the local, state, or national level, one of the roles of an effective advocate is to respond. This usually entails writing letters to local state and/or national leaders and media outlets to state your position on, or response to, the issues being discussed. CABE will also occasionally send action alerts or requests for letters on specific legislative votes to your local chapter president. Because the number of letters sent is often vitally important to their impact, you as local chapter leaders, should set up some mechanism for contacting groups of people to write and send letters together.

Why? (Needs Addressed): Letter writing campaigns are an important part of our statewide advocacy efforts, and can have a large impact on local issues as well. Getting the members of your chapter together to work on these issues can also provide a great opportunity to harness and build your shared enthusiasm to make a real difference in the bilingual education debate. After witnessing how easy writing a letter can be, your chapter members may be inspired to continue their own growth as advocates.

Effective Communication: Letters from constituents are extremely important to decision makers, since most of them do want to know what the people they represent think about the issues. A large number of letters from constituents in support of, or in opposition to, an issue has significant impact. When educational issues are being considered, letters from parents may often be more persuasive to legislators, and other decision-makers than are those from educators. As a chapter leader, CABE will call on you to do grassroots lobbying, as contact from a district constituent can help sway a legislator's vote.

Essential components of a letter to your elected official: Officials and their staff pay careful attention to their mail since it often conveys their major body of public and voter sentiment on pending legislative activity. Here is an outline to follow when writing a letter to your elected official:

- Introductory Paragraph: Give a reason for your letter, stating the title and number of existing or pending legislation, if appropriate. Identify yourself and your interest in bilingual education. State the action you are seeking.
- Communicate reasons why this legislator should act in support of your bill: These reasons might include historical facts, logic, data, credible opinion, personal experience, and the weaknesses of opposing points of view.
- Letter Closing: Restate the action you are seeking. Ask for the official commitment. Express appreciation for considering your views. Indicate willingness to help. If you can arrange it, invite the official to visit your classroom or school. Provide your address and phone number.

Tips to Increase the Effectiveness of your Letter:

- Be courteous, constructive, and reasonable, or you will lose credibility and the reader's good will.
- Be careful not to give exaggerated or misleading information that might embarrass your decision maker in front of his or her colleagues. Your facts must be accurate. If you know the source of your information, cite it.
- Write your letter in your own words.
- Use your stationery and stamps. Unless you are authorized spokesperson for your place of employment, never use your work time or materials for advocacy purposes.
- If you are representing CABE, state this fact in a prominent portion of your letter.
- Type the letter.
- Include copies of reliable articles supporting your point of view whenever possible.
- When appropriate, send copies of your letter to key staff members of a committee associated with the issue.
- Send a letter of appreciation after you have received the support you requested.

Why Letters to the Editor Matter in our Classrooms?

Many of us wonder what is the purpose of writing letters to the editors of our local newspapers? What could my opinion do to influence the media or affect what happens in my school district and most importantly, my classroom? These are often the questions that discourage many of us from spending a few minutes of our time to let our voices be heard on issues of great relevance and importance to ensuring that the education system is responsive to the needs of students, their teachers and parents.

Yet, letters to the editor are critical to the media, particularly newspapers. Through these letters, newspapers are able to know how you, as a consumer of information, reacts, cares and thinks about the information being provided to you and your community. Furthermore, the media, as a critical element of an open democratic society, cannot serve its function and purpose to our society if it does not provide accurate and relevant information to its audience.

Letters to the editor matter not only because of the positive impact on the public discourse in a society, but because administrators, policy-makers and community leaders are those most likely to read the published letters, want to know what is said, and how they shape public opinion.

CABE many times embarks in an aggressive advocacy effort to support passage of important legislation to support California's 1.6 million English learners. An example was for Senate Bill 1769, authored by Senator Martha Escutia. It needed as much support outside the state's capitol as it did inside of it. Letters to the editor helped generate support, awareness and counter misinformation about the merits of this bill. A number of articles and op-ed pieces both in favor and against the bill were published throughout the state in major and local newspapers. These letters to the editors were a critical element of the multi-level advocacy campaign that ensured passage of SB-1769 in both the Assembly and the Senate.

In case you've wondered if your letters to the editor matter, be assured that they do.

Tips on writing an effective letter to the editor

- Keep your letters to 200 words or less.
- Make sure each sentence is relevant to the article and your overall point. You will be surprised how much can be said in three to four sentences.
- Make sure your first sentence clearly states your particular point of view.
- Whenever possible and appropriate identify yourself as a member of CABE to give greater credibility to your point of view.

The Power of One Letter: We often fall into the trap of believing that our single letter to the editor of a media outlet or legislator will not make any difference in the public debate about education, and these individuals are aware of this belief. For this reason, most media outlets and legislators have a multiple weight they assign to each letter they receive, which lets them know how many of their audience/constituents hold the same beliefs as the letter writer. For local papers, each may put the number in the thousands. Therefore, even if your letter is not published, it may make a huge difference in future coverage because of the number of letters the issue generated.

Activity: Visiting Legislators

As an organization that advocates for bilingual education and the rights of English language learners, CABE does a great deal of work in Sacramento crafting and lobbying for good legislation. All legislators are especially responsive to the knowledge and desires of their local constituents because they are ultimately held accountable to their constituents. For this reason, one key role of CABE chapters is to establish good working relationships with local politicians, to inform them of CABE's positions, and be seen as the expert on bilingual and language minority education issues when legislators need someone to turn to for information. As chapter leaders, you should visit your legislators to introduce yourselves and then maintain a dialogue with them as important issues arise.

Why? (Needs Addressed): Your CABE chapter is the “grass roots” CABE depends on to affect statewide policy. Your local work with legislators and other policy makers can prove vital to their passage or opposition to important statewide initiatives and legislation. Getting more local CABE members to actually experience working with legislators can also be a powerful tool to empower and inspire them to take more active leadership roles.

Meeting with elected officials

Schedule a meeting in advance, call ahead to make an appointment, do not show up unexpectedly. Let the scheduler know what issue you want to discuss. Be as specific as possible so that your legislator and his/her staff can prepare materials which they may want to provide to you.

- **Let the legislator know that you are representing a group.** When you introduce yourself make it clear who you are and that you are working with CABE.
- **Do not feel slighted if you end up meeting with a staff member.** A legislator will often have you meet with trusted staff members who attend meetings and conduct other duties on behalf of the legislator. You should provide the same information to the staff member as you would the legislator.
- **Do your homework and be prepared.** You should expect to take no more than 15 minutes of a legislator’s time to discuss a particular issue or legislation. Try to anticipate direct and challenging questions, and prepare your answers before the meeting.
- **Bring materials that compliment your point.** If you have statistical information or studies to back up your views, bring copies to give to your legislator.
- **Do not be demanding.** Let legislators explain their views without interruption. They often have input from many sources, such as fiscal agencies, state departments or other groups with expertise on the issue.
- **Follow up is important.** Several days after meeting with your legislator, give him or her a call or follow-up with a thank you note.

Advocacy Guidelines

As a non-profit association, CABE has strict guidelines on how it conducts advocacy efforts. We as an organization, and you as CABE chapters, cannot not endorse any specific candidate or take an official position on any measure to be put to the voters. This does not mean you cannot educate the public about the issues involved, speak to legislators or other elected officials about policy affecting CABE’s vision and mission, or use personal time to work for candidates, merely that you cannot state an official organizational position on any matter which is placed on a general election ballot.

Advocacy vs. Lobbying, Coalition Building and Public Engagement

What is the difference between advocacy and lobbying?

- Adapted from Lobbying and Advocacy—Similarities and Differences, published by Charity Lobbying for the Public Interest

Although most people use the words interchangeably, there is a distinction between advocacy and lobbying that is helpful to understand. When nonprofit organizations advocate on their own behalf, they seek to affect some aspect of society, whether they appeal to individuals about their behavior, employers about their rules, or the government about its laws. Lobbying refers specifically to advocacy efforts that attempt to influence legislation. This distinction is helpful to keep in mind because it means that laws limiting the lobbying done by nonprofit organizations do not govern other advocacy activities.

What is the difference between grassroots lobbying and direct lobbying?

- Adapted from Public Policy Related Activities That Are Not Lobbying, published by Charity Lobbying for the Public Interest

Grassroots lobbying is appealing to the general public to contact the legislature about an issue. Direct lobbying is contacting government officials or employees directly to influence legislation. If an issue is to be decided through a ballot initiative or referendum, appeals to the public are considered direct lobbying, because the public in this instance acts as the legislature. This is helpful to nonprofits that elect to come under the 1976 law, as they may only devote 25 percent of their total lobbying expenditures to grassroots lobbying.

Coalition Building & Public Engagement: Two Key Concepts for Your Advocacy/Lobbying Efforts

A coalition is a group of interdependent people focused on advancing or opposing a particular issue. A coalition's power lies in its ability to present a united front. It mobilizes allies through grassroots efforts to increase community understanding and support. A coalition is effective only when its issue has merit and the coalition members are organized, informed, and dedicated to communicating the importance of the effort. Coalition building calls for establishing and developing contacts that work well together. In order to form a coalition, the public must be informed and engaged on the issue(s). Public engagement is a different way of getting people involved in community decisions that gets beyond traditional forums, such as board meetings, public hearings or advertising campaigns.

Why Conduct a Public Engagement Campaign?

A well-planned public engagement campaign that is a series of strategic activities planned to support your community's vision can produce many benefits, including:

- A greater base of support for your mobilization goals. By recruiting new allies, a campaign can generate financial support, volunteers, and other resources to help achieve goals;
- Access to a mass audience. By working with the media as part of a public engagement campaign, you can tell your story or provide useful information to greater numbers of people than can be reached through other channels; and
- Greater leverage with decision-makers. By creating popular buy-in for an initiative and by generating press coverage, policymakers and others are more likely to join, support, and protect your organization's vision and goals.

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- Greater leverage with decision-makers. By creating popular buy-in for an initiative and by generating press coverage, policymakers and others are more likely to join, support, and protect your organization's vision and goals.

Q. Why is public engagement needed?

A. In many areas of American public life, participation has been eroding as cynicism and mistrust rise. Too often, public issues where common ground and collective effort are needed to find solutions have instead devolved into shouting, sloganeering and technical and jargon-laden debates among experts and special interests. The result: the public is left out, without a real voice, and consequently has a lesser stake in the system.

Q. How is public engagement different from public relations?

A. In many issues, community leaders decide on a course of action and then attempt to sell it to the public. Rather than entering into a dialogue and helping citizens understand the pros and cons of different policies, leaders attempt to manage the public and market ideas to them. This often makes people feel manipulated and suspicious, and often hinders them from thinking effectively about problems and challenges because it avoids exposing them to the full policy debate. By contrast, public engagement helps people weigh a variety of ideas and listen to each other in an attempt to build common understanding.

10 Reasons to Advocate

1. You can make a difference. A single voice can move a mountain.
2. People working together can make a difference. Look what the mothers Against Drunk Driving have done
3. People can change laws. History is full of groups that fought against great odds to make changes: child labor laws, special education, clean air, etc.
4. Advocating is a democratic tradition. The act of telling our policy makers how to write and change our laws is at the very heart of our democratic system.
5. Advocacy helps find real solutions. People think creatively. Sharing this information with our elected officials can generate innovative solutions to problems.
6. Advocacy is easy. You can learn who to call/talk with, what and how to tell them and where to call or drop by often through the internet or by calling advocacy organizations.
7. Policy makers need your expertise. Policy makers can learn from your story.
8. Advocacy helps people.
9. The views of local non-profits are important. Because non-profits gather information from many sources, it is important that this information be shared.
10. Advocacy activities advance your cause and build public trust. Advocacy activities helps your organization's visibility and builds community understanding and support.

Notes

Section III



Chapter Responsibilities & Resources

Introduction to Roles and Responsibilities

After reading the first two sections of this manual, you should have a clearer picture of what CABE does, why we need an active grass roots network of chapters and regions, and what the structure of CABE as an organization is. Section three should have helped you to further refine your ideas for activities your chapter can undertake in order to play an active role in your local communities and to make a real difference in our statewide efforts. The role of this final section is to provide you with a few of the structural pieces which tie everything together. The elements included here will serve to facilitate your chapter's future interactions with CABE Headquarters and, at the same time, to help you define your responsibilities as a CABE chapter officer.

CABE Chapters, and you as a chapter officer, have broad discretion to set your own priorities and to plan and carry out the activities you think will have the most impact in your local communities. To help you be effective in these efforts, CABE has many types of support available to its chapter leaders, and these are detailed in the rest of this part of the leadership manual. By accepting the title of chapter officer, you are also taking on certain responsibilities that you must keep in mind during all of your work.

Responsibility to CABE Vision & Mission

Your primary responsibility is to the CABE vision and mission of a multiliterate, multicultural educational system that involves the entire learning community from school personnel to students' families and communities. This responsibility does not just mean that you shouldn't work against any of these things, but that you must plan with them in mind. If you have a number of activities that you could undertake, you should always try to focus your efforts on those which most directly further these goals. Your chapter may be faced with the opportunity to do any number of "good deeds," from giving scholarships to helping families in need. Although all of these issues are important, your local CABE group may not be the appropriate body to address them, or may need to focus more narrowly on the portions of the issue that directly involve biliteracy and/or ELL students. For example, many students need scholarships, and this money can be vital to their future success, but as a CABE chapter, you should target your scholarship giving to bilingual students or those who are studying to become a bilingual teacher as these are specific strategies addressed in the CABE vision and mission.

Responsibility to Your Chapter

As an officer and leader, you also have responsibilities to your local group. A few of these are actual legal requirements that you assume under your chapter's bylaws (i.e. fiduciary duties etc. – discussed more in the next sections). In addition to these there are more intangible responsibilities you should keep in mind at all times.

These include:

- **Be Inclusive** – Every advocate and member in your chapter is volunteering their time to be involved. Your role as a chapter leader is to guide discussions and to take responsibility for final outcomes, but you must also foster an environment of inclusiveness that will make other chapter members feel like their needs are respected and listened to.
- **Be Responsible** – Think about the needs of your chapter above the needs of any of the individual members. Be mindful of committing yourself to activities that will be detrimental to your chapter's long term success. Don't speak for the group unless you are sure that you are transmitting the group's message.
- **Inspire Others to Follow You** – One of your responsibilities is to make sure that there are others to take over the leadership role after you. This may be one of the hardest tasks for any leader, but the vision and mission of CABE are long-term goals, and require you to think of and plan for continued action even after your time as an officer is over.

Responsibility to your Region and the CABE Joint Delegate Assembly

Your local group forms part of our grass-roots network, and for that network to reach its full potential, it is the responsibility of each and every one of its members to stay active and engaged. As a chapter officer, you have the responsibility of assuring that your chapter has a representative at CABE Region and JDA meetings and events. This is seldom a commitment of more than a handful of days each year, but each meeting is important and the participation of every chapter is vital to assure the meetings success and to provide the networking support that our regions need to remain active and vibrant agents of change. Refer to CABE's Bylaws, Article IX, Section 4, Delegate Assembly, for more detailed requirements on this.

Responsibility to CABE Headquarters: Finally, your chapter, and you as a chapter officer, have several specific responsibilities to the CABE organization in order to continue being considered an active chapter. They are:

- Chapter Bylaws – All chapters must have a set of chapter bylaws, and these must be on file at CABE Headquarters. This is a legal requirement for being a CABE chapter. Below are further details on the bylaws.
- Chapter Officers – Every chapter must have a duly elected set of officers as per their chapter bylaws, and each chapter must file a list of these officers with CABE headquarters at the beginning of every fiscal year and each time there are any substantive changes.
- 10 Paid CABE Members – By the CABE bylaws, each active chapter must maintain at least 10 paid CABE members.
- Financial Statements – As parts of the CABE organization, your chapter financial transactions are legally classified as CABE transactions for the purposes of tax filings and annual audits. For this reason, it is vital that your chapter report all financial information at the end of each fiscal year using the appropriate Financial Statement form (see sections on chapter finances, bank accounts, reports and rebates). Also chapters are required to submit a plan for the use of reimbursement/chapter monies.
- Other Documentation – Copies of at least three meeting or event minutes

Chapter Bylaws

Just as CABE has bylaws which serve to set the ultimate structure and fundamental priorities of the association, each CABE chapter, as a semi-autonomous local governing body, must have its own set of bylaws. There are certain portions of these documents which must be included due to CABE's status as a not for profit association, but outside of these sections, and within the context of CABE's statewide vision and mission, chapters have a wide latitude to include their own language in these documents. Once established, signed by the chapter membership, and filed with CABE headquarters, these documents are the legal framework for the chapter's activities.

Get to know your chapter's bylaws. They describe the legal requirements for your chapter's continued existence. The ramifications of this statement are extremely important. Your chapter must structure its activities within the guidelines set forward by its bylaws. So, for example, the description of the chapter officers written in your chapter's bylaws set all of the official chapter positions and the persons serving in these capacities have legal responsibility for the chapter. Your chapter may decide to elect or appoint other officers as necessary to facilitate your activities, but these additional officers will have no legal position within the chapter's structure (more on officers and elections in the next section).

If your chapter would like to make changes to its official bylaws in order to better reflect chapter goals and procedures, it may do so, but all changes must be put to a vote of the general chapter membership, and the new bylaws must be filed with CABE Headquarters before they become official. A sample of chapter bylaws is provided in the appendix for your use.

Chapter Finances

Chapter finances form an important part of CABE's link to its chapter's local schools and communities. As official chapters of CABE, your chapter or affiliate is considered for financial purposes part of the state organization. You use the CABE tax-exempt identification number for your bank accounts and fundraising efforts, and you are included in our annual audits. However, unlike almost every other part of the CABE budget, you are given complete control of how the money you receive, in chapter rebates and from local fundraisers is spent. This autonomy gives you the flexibility you need to deal with your specific community or constituency, but with this freedom comes certain responsibilities.

Chapter Money and the CABE Strategic Plan

All chapter expenses should be used for activities that will further the goals of CABE and your chapter. What this means is that when deciding on using chapter money for any given activity, you should carefully consider whether that expenditure is the best use of your money or if you could do more to further the goals of bilingual education by spending the money in some other way. Furthermore, you should try to assure what the end use of that expenditure will be. For example, if you raise money for a local library, you have to look at whether they are going to use the money to purchase bilingual books and materials or for general operating expenses. Although both contributions would be generally good for children, only the first would specifically deal with the goals of CABE, so you might need to attach a clause to your donation as to what the money can be used for. This is perhaps especially true of scholarship awards, which will be dealt with in more detail below.

Chapter Money and Advocacy

As a chapter, you cannot spend any chapter money on endorsing a specific candidate or ballot issue. This means you cannot spend your money on any campaign contribution or officially endorse any single candidate or item on the ballot. As a non-profit organization CABE has very strict limitations placed on the amount of money it can spend on advocacy, and you as chapters come under the CABE tax-exempt id, which means that if you spend any chapter money on advocacy, you could push us over our legal limit. This does not mean you cannot educate the public about the issues that are important to CABE's mission or give our information about bilingual education. But CABE and its chapters cannot endorse or spend organization money on an endorsement of any specific candidate or voter issue. You can, however, use chapter money for covering expenses related to educating the public about advocacy issues. For example, monies can be spent on mailing expenses for a letter writing campaign to write an elected official.

Other uses of Chapter Money

You cannot use your CABE chapter as a for profit enterprise. This is a basic fact of our non-profit status and is contained in your bylaws if you have any questions.

Outside of these general guidelines and restrictions, your chapter money is for you as a chapter to spend however you think it will make the most difference. If you would like to spend it on food for chapter meetings, that's fine. If you would like to help pay for chapter members' at CABE or other bilingual education related conferences or events, you can do that also. And, if you would like to finance more on these sorts of chapter activities, your non-profit status means that you can hold fundraisers and seek tax-deductible contributions to help you out.

Bank Accounts and Record Keeping

Apart from the general guidelines of do's and don'ts for chapter finances, there are several things you should keep in mind as you plan your annual and day-to-day financial transactions.

Bank Accounts

One of the first things you will want to do as a chapter is open a chapter checking account in which you should deposit all income and from which you can pay or reimburse expenses. When opening an account, you can often get better rates by letting the bank know you are a non-profit association. For this and a few other financial transactions, you may be required to present proof of tax-exempt status. If this is the case, CABE has a letter which it can personalize for your chapter with the CABE tax exempt identification number. When opening your checking account you should also make two signatures necessary on all checks (usually the president and treasurer).

Budgeting & Record Keeping

At the beginning of each year, as you work out your schedule of chapter activities you must figure out what the financial costs and/or benefits of each activity is and prepare an annual budget. This doesn't need to be elaborate, but it should accurately reflect what you think your chapter will do. As the year progresses, your chapter treasurer should keep track of all revenue and expenses and a copy of all receipts for chapter related expenditures. Depending on the level of chapter financial activity, you may wish to invest in Quicken or some other simple financial record keeping software to help you with this task. If you do the basic record keeping on an ongoing basis, you will find that the time commitment is minimal, you will be able to make regular treasurer reports at your chapter meetings, submitting the required annual reports to CABE Headquarters will be easy, and when new leadership assumes responsibility for the chapter, there will be a clear record from which they can work.

Handling money

For many of your chapter fundraising activities you will be faced with the task of collecting and handling money. Some basic guidelines to follow for this activity are:

- Create a chapter receipt book – Giving a receipt for each sale your chapter makes or donation it receives is the easiest way to keep track of all income and assure that the money matches the recorded sales/donations. In addition, donors will usually need a receipt if they wish to claim the donation for tax purposes.
- Handling Cash – When you have large amounts of cash it is advisable to have two people present when you count it and to deposit the money to your bank account as soon as possible. This will help you avoid any uncomfortable questions that may arise about chapter finances.



California Association for Bilingual Education

660 South Figueroa Street, Suite 1040 • Los Angeles, California 90017 • 213/532-3850 • 213/532-3860 Fax • www.bilingualeducation.org

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Chapman University

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Fontana Unified School District

REGION V REPRESENTATIVE

Marcia Turner
Ocean View School District

EXECUTIVE DIRECTOR

Silvina Rubinstein

LEGAL COUNCIL

Herman Sillas
Ochoa & Sillas

Wednesday, June 13, 2001

Dear Sirs,

Hayward (PODER) CABE is an affiliate chapter in good standing of The California Association for Bilingual Education (CABE), a statewide non-profit organization. As an affiliate chapter they are entitled to open a bank account for their chapter using the organization's tax-exempt status and tax identification number 95-3151449, and duly elected officials of the chapter are entitled to conduct all necessary transactions as per the Hayward (PODER) chapter bylaws and the bylaws of CABE.

The current officers who are so entitled for the Hayward chapter of CABE are:

Chapter President: Margie Berta-Avila

Chapter Vice-President: Kate Day

Thank you for your attention,

Maria S. Quezada

Maria S. Quezada
CABE Executive Director

CABE 2001 Bilingualism Spells Success in Any Language • 26th Annual Conference • January 31-February 3, 2001 • Los Angeles Convention Center • Los Angeles, California

Using the CABE Tax Exempt ID Number

For opening a bank account and certain other official duties, you may be required to furnish a letter from the organization regarding your use of CABE's tax exempt status. CABE Headquarters has a letter they can provide to your chapter leadership authorizing certain chapter officers to use the CABE tax exempt ID number. If you need a copy of this letter, contact CABE Headquarters and be ready to provide the names you wish to appear on the letter and their chapter titles.

Chapter Rebates and Annual Financial Statements

Each CABE member who joins a chapter automatically contributes 20% of their annual dues to that chapter in the form of a chapter rebate. Chapter rebates are based on the number of active paid members a chapter has at the end of each quarter. This means that if you manage to get a member at large or a member of another chapter to move into your chapter, this change will be immediately reflected in the next chapter rebate. It also means that you need to assure that your members are paying their renewals on time. In order to be considered an active chapter, and so receive these rebates, CABE headquarters has to have certain vital information from you for our tax files and to satisfy our legal non-profit status.

The essential information for each chapter is:

- Chapter Bylaws
- Chapter Officer Update
- Financial Report
- Meeting/Event Schedule

Chapter Financial Statements

As a chapter, you must keep careful track of how and where your money is being spent, and at the end of each fiscal year (June 30th) you must submit a chapter financial statement to CABE headquarters. This statement is included with our annual audit papers, and chapters who do not file this statement cannot receive any further funds from CABE in the form of chapter or scholarship rebates.

Requirement #1 – FISCAL YEAR-END STATUS

CABE auditors for tax purposes require that each CABE chapter and affiliate submit an annual financial report for the fiscal year of July 1 to June 30. The chapter treasurer/president should submit the completed Chapter Annual Financial Report to CABE headquarters no later than July 31 of each fiscal year. Note: Financial Statements received after the deadline will not allow timely chapter rebate payment.

Requirement #2- ANNUAL SCHOLARSHIP REIMBURSEMENTS

Chapters and affiliates are also required for tax purposes to annually submit scholarship information in order for CABE to be in compliance with current laws for non-profit organizations. Chapters should complete the SCHOLARSHIP INFORMATION FORM which covers from July 1 to June 30 of each fiscal year and submit to CABE headquarters no later than July 31 of the new fiscal year.

Not for Profit Status

As the name implies, all of your work must conform to the laws of the US and California regarding the organization's non-profit status. (For more see the section on chapter finances)

CABE Event Insurance

Many of our chapters plan large events for their members and the community. In some cases, this may require you to acquire event insurance to indemnify yourself against any possible problems. As official CABE chapters, all of your events are covered by CABE's event insurance policy. In order for you to receive this coverage for your local activity, we must first file the event information with our insurers, and for this we need you to provide us some key information in a timely manner.



California Association for Bilingual Education

660 South Figueroa Street, Suite 1040 ♦ Los Angeles, California 90017 ♦ 213/532-3850 ♦ 213/532-3860 Fax

REQUEST FOR EVENT LIABILITY INSURANCE COVERAGE

Please fill out the following and send this form to CABE's corporate office, Attention: Accounting Department, at least 15 days before the event will take place in order to obtain liability coverage for your event.

Chapter/Affiliate: _____

Name of person making request: _____

Title of person making request: _____

Contact phone number: _____ Fax: _____

Date of Event: _____

Time of Event: _____ to _____

Location of Event (name and address of facility):

Number of expected attendees: _____

Brief description of event activity:

Signature _____

Date _____

Received by (CABE staff name) _____

Date Received _____



CHAPTER ANNUAL FINANCIAL REPORT FISCAL YEAR _____

Chapter Name & No.: _____

Submitted By _____

[Your signature indicates that this fiscal information correctly reflects the financial status of the chapter]

Telephone: _____ - _____
Work Home

Email: _____

CHAPTER ASSETS:

Please list chapter bank account(s) as of June 30, 2008 (List bank name & account number)

A copy of each bank statement showing June 30, 2008 account(s) balances are to be attached to this form.

1. _____ \$ _____
2. _____ \$ _____
3. _____ \$ _____

Other Assets (describe fully; additional sheets may be attached if necessary)

_____ \$ _____
TOTAL ASSETS \$ _____

CHAPTER REVENUE:

Please list gross fundraising revenue for each activity for fiscal year July 1, 2007-June 30, 2008.

1. _____ \$ _____
2. _____ \$ _____
3. _____ \$ _____
4. _____ \$ _____

Other Income (describe fully; additional sheets may be attached if necessary)

1. _____ \$ _____
2. _____ \$ _____
3. List income from CABE (Rebates/Scholarship Reimbursements) _____ \$ _____
TOTAL REVENUE \$ _____



**CHAPTER ANNUAL FINANCIAL REPORT
FISCAL YEAR _____**

CHAPTER EXPENSES:

Please list all expenditures from July 1, ____ to June 30, ____ as follows:

TOTAL EXPENSES \$ _____

NOTE: For your convenience, you may also copy your Chapter's checkbook register showing all expenditures for the year and include with this worksheet.

CHAPTER NET PROFIT/(LOSS) 2007-2008 \$ _____
[Total Revenue minus Total Expenses]

**CABE Chapter _____
Proposed Budget for Fiscal Year _____**

Prepared by: _____ Date: _____

Date: _____

I. OBJECTIVES OF THIS CHAPTER BASED ON STRATEGIC PLAN:

1. **What is the primary purpose of the proposed legislation?**

II. HOW CHAPTER WILL ACCOMPLISH THESE OBJECTIVES:

1. **What is the primary purpose of the proposed legislation?**

III. PROPOSED BUDGET:

Total Proposed Budget:

Version 3/2007



Chapter Officer Update

16033 E. San Bernardino Road • Covina, CA 91722-3900 • 626/814-4441 • 626/814-4640

Chapter Name

Date Submitted

President: (2 year term) Beginning Date _____ Ending Date _____

Name: _____ Member ID #: _____

Street Address: _____ City: _____ Zip: _____

Home Tel No.: _____ Work Tel No.: _____

E-mail: _____ Fax No.: _____

Home Work

Vice-President

Name: _____ Member ID #: _____

Street Address: _____ City: _____ Zip: _____

Home Tel No.: _____ Work Tel No.: _____

E-mail: _____ Fax No.: _____

Home Work

Treasurer

Name: _____ Member ID #: _____

Street Address: _____ City: _____ Zip: _____

Home Tel No.: _____ Work Tel No.: _____

E-mail: _____ Fax No.: _____

Home Work

Secretary

Name: _____ Member ID #: _____

Street Address: _____ City: _____ Zip: _____

Home Tel No.: _____ Work Tel No.: _____

E-mail: _____ Fax No.: _____

Home Work

Other _____

Name: _____ Member ID #: _____

Street Address: _____ City: _____ Zip: _____

Home Tel No.: _____ Work Tel No.: _____

E-mail: _____ Fax No.: _____

Home Work

Other _____

Name: _____ Member ID #: _____

Street Address: _____ City: _____ Zip: _____

Home Tel No.: _____ Work Tel No.: _____

E-mail: _____ Fax No.: _____

Home Work

Date: _____

Prepared by: _____

RESPONSIBILITY TO YOUR REGION AND THE CABE JOINT DELEGATE ASSEMBLY

Your local group forms part of our grass-roots network, and for that network to reach its full potential, it is the responsibility of each and every one of its members to stay active and engaged. As a chapter officer, you have the responsibility of assuring that your chapter has a representative at CABE Region and JDA meetings and events. This is seldom a commitment of more than a handful of days each year, but each meeting is important and the participation of every chapter is vital to assure the meetings' success and to provide the networking support that our regions need to remain proactive agents of change.

The Important Events in the CABE JDA Calendar are:

CABE JDA Meeting and Leadership/Advocacy Strand at Annual Conference

At least one representative from each chapter meet every year at the annual CABE conference to discuss their continuing work, to network, to define conference duties and recruitment opportunities and to work with their regions. Additionally, there is a strand of "Advocacy and Leadership" workshops specially designed to support the activities of local groups and advocates during the conference

CABE JDA Leadership Institute

CABE holds leadership institute and meeting for chapter presidents and representatives. This event is the event at which the upcoming year's priorities are set and, important information is distributed, and the regional leadership is given the opportunity to interact with the incoming CABE Executive Board.

Other Regional Meetings and Trainings

During the course of the year, each region arranges at least one additional meeting to maintain active interaction of ideas and to plan regional activities. Additionally, regions may organize other training opportunities (i.e. advocacy, media relations, fundraising, etc.) as necessary or per the request of chapter leaders.

Not for Profit Status

As the name implies, all of your work must conform to the laws of the US and California regarding the organization's non-profit status. (For more see the section on chapter finances)

Section IV



Resources

**Sample Chapter Bylaws
Chapter of the Year**

BYLAWS OF
Chapter Name
(A Chapter of the California Association for Bilingual Education) –
CABE, a nonprofit charitable organization.

ARTICLE I

The name of this chapter shall be _____, a chapter of the California Association for Bilingual Education, Inc., pursuant to its Bylaws.

ARTICLE II
OBJECTIVES AND PURPOSE

1. To recognize, promote, and publicize excellence in bilingual education within your local area;
2. To promote efforts which assure the provision of equal educational opportunity for all;
3. To promote the provision of services to children, youth, and adults at all levels in both the community and educational institutions by making bilingual/bicultural education an integral part of the school curricula;
4. To work toward the recognition and understanding of linguistic and cultural needs of language minority students by legislative bodies and school districts;
5. To coordinate and promote the development of professional competence and professional standards in bilingual education;
6. To promote the organization of workshops and conferences on bilingual education on a local level; and
7. To encourage the excellence of bilingual education by promoting research and other related activities.

ARTICLE III
MEMBERSHIPS

There shall be two classes of membership in this Chapter, pursuant to CABE's Article VI of its Bylaws:

A. Voting Members

Regular individual membership shall be available to all individuals interested or involved in bilingual education (the education of English Learners); and shall be voting members.

B. Non-voting membership

Non voting membership shall be available to institutions, agencies, and commercial organizations as institutional members. Institutional membership shall be open to educational institutions and companies or corporations involved in the field of bilingual education.

ARTICLE IV
OFFICERS

- A. The officers of this Chapter shall be the President, Vice-President, Secretary, and Treasurer. These officers will constitute the Chapter's Board and will be elected by the membership at Large
- B. The term of office for all officers shall be from July 1 of the year through June 30 of the next year with the exception of the President who shall serve for two years not to exceed two consecutive terms.

ARTICLE V DUTIES OF OFFICERS

- A. President-The President shall serve as Chairman of the Board and provide the leadership and direction of this Chapter. The President will attend the CABE Joint Delegate Assembly (JDA) annually.
- B. Vice-President-The Vice President shall serve as the vice chairperson of the Board and shall take the place of the President when the President is not available.
- Secretary- The Secretary shall record and maintain minutes of all meetings; shall have charge of all papers, archives, records and property; shall issue all notices of meetings; maintain an up-to-date membership roster; and shall provide periodic reports on the activities of the organization to CABE headquarters.
- D. Treasurer- The treasurer shall be custodian of the organization's funds; shall supervise receipts and expenditures; shall render an annual statement to the membership on the financial condition of the organization; shall prepare and submit any reports required by CABE headquarters.

ARTICLE VI NOMINATION AND ELECTION OF OFFICERS

A. Terms of Office

The Vice President, Secretary and Treasurer shall be elected annually. The President shall be elected every two years. The President and Treasurer shall be elected during odd numbered calendar years. The Vice-President and Secretary shall be elected during even numbered calendar years. The President may not run for the same position after having served two consecutive terms

B. Election procedures shall be as follows:

An election committee of four persons shall be appointed by the President. The election committee will establish a ballot with at least two candidates per office, inviting the active membership to nominate candidates by mail or at Chapter meetings between April 1st and May 5th. The nominations from the field will serve to guide the committee in establishing a balanced ballot. On or before June 30th the general membership shall meet for the sole purpose of electing the officers from a ballot submitted to the membership at the meeting by the election committee. The ballot shall contain a space for any nominations from the floor at the meeting. The voting shall be by secret ballot and the ballot shall be counted by the election committee.

The candidate receiving the most votes for an office shall be considered the winner. In the event of a tie, the two candidates who are tied shall be allowed to address the membership in attendance and another secret ballot vote will be conducted. The results of the election shall be announced prior to the conclusion of the meeting.

C. Any member of the Chapter in good standing for one year may be nominated to any office of the Chapter.

D. Terms of office shall begin July 1st.

ARTICLE VII SCHOLARSHIPS

Scholarships may be awarded to students in California seeking a career in bilingual education or other programs affecting the education of students whose primary language is other than English.

ARTICLE VIII FINANCES

A. Annual dues shall be payable to CABE. Any member delinquent in his/her dues will be removed from the membership list.

B No loans shall be contracted on behalf of the organization and no evidence of indebtedness shall be issued in its name

C. Annual proposed budget plans, financial statements and Chapter rebate information will be submitted annually to CABE Headquarters

ARTICLE IX NONPROFIT STATEMENT

The property of this Chapter is irrevocably dedicated to educational purposes, and no part of the net income or assets of this organization shall ever inure to the benefit of any director, officer, or member thereof, nor to the benefit of any private individual. Upon the dissolution of the Chapter, remaining assets after payment of, or provision of payment, of all debts and liabilities of this Chapter, shall be disposed of in such manner as may be directed by decree of the superior court of the county in which the chapter has its principal office, upon petition therefore by the Attorney General or by a person concerned in the liquidation, in a proceeding to which the Attorney General is party.

This Chapter shall not participate or intervene in any political campaign on behalf of any candidate for public office, or for or against any cause or measure being submitted to the people for a vote.

ARTICLE X AMENDMENTS

Proposed amendments to these bylaws may be made by a two-thirds majority of the Board or be submitted in a petition to the Board, signed by one-tenth of the members in good standing. To become effective, any such proposed amendment must be ratified by a simple majority of the members in good standing, providing that notification be duly given at least thirty (30) days before the amendment(s) are brought to vote. Notification of any amendments passed shall be given to CABE's Headquarters.

These By-Laws are approved by two-thirds vote of the membership and certified by the Chapter Officers.

President **DATED:**

Vice President DATED:

Secretary **DATED:**

Treasurer DATED:

Chapter of the Year Recognition

Region Representatives nominate those chapters in their region who are active and deserve special recognition. They nominate two chapters from each region who best exemplify CABE's vision of "Biliteracy and Educational Equity for All." All chapters nominated are honored at the Annual CABE Conference. The chapter that best meets and/or exceeds all of the criteria below is selected as CABE Chapter of the Year from those chapters nominated. The requirements for chapter nomination are based on a set of 5 criteria established by the Board of Directors in 2003. Percentages next to each criterion indicate weighted importance.

- 1) Chapter Structure—10%
- 2) Membership Growth—20%
- 3) Parent Involvement—30%
- 4) Advocacy/Leadership—30%
- 5) Vision—10%

Chapter Structure:

1. The chapter has an active and fully staffed Chapter Officers Board (CABE Headquarters must have an up-to-date officer roster on file.)
2. Chapter holds membership meetings on a regular basis. Meetings are scheduled, announced and convened through out the year in a consistent time frame. (Please indicate how often meetings are held, how members are notified, how many members attend, what takes place during the meetings)
3. There is regular, on-going communication from chapter to members and from chapter to Regional Representative. (Please describe)
4. Chapter utilizes Chapter Rebates to conduct chapter activities. (Please indicate how chapter used Chapter Rebate monies in the last 12 months.)

Membership Growth:

1. All chapter officers are current CABE members at the appropriate level
2. Chapter has at least met pre-set membership growth goals (Please indicate what the goal was, when it was set, whether it was reached or exceeded.)
3. Chapter actively engages in recruiting new members (Please provide examples and descriptions of outreach activities)

Parent Involvement:

1. Chapter has active parent members (Please indicate how many parents and the extent of their involvement in chapter activities).
2. Chapter has conducted at least one-parent focused activity in the last 12 months (Please describe activity and its impact on parents).

Advocacy and Leadership:

1. Chapter as a whole or individual members actively engage in advocating for the rights of English Learners, their families and educators (for example, members monitor that districts honor parent waivers, members visit or contact their legislators, members sit on school district board, ELAC, DELAC etc and advocate in their role for ELs, chapter organizes new parents in district, etc.)
2. Chapter members participate in CABE Headquarter advocacy campaigns (i.e. write, call and/or visit policy makers when requested.)
3. Chapter sends at least one representative to JDA and they implement new skills/strategies learned among chapter members.

Advocacy and Leadership:

1. Chapter as a whole or individual members actively engage in advocating for the rights of English Learners, their families and educators (for example, members monitor that districts honor parent waivers, members visit or contact their legislators, members sit on school district board, ELAC, DELAC etc and advocate in their role for ELs, chapter organizes new parents in district, etc.)
2. Chapter members participate in CABE Headquarter advocacy campaigns (i.e. write, call and/or visit policy makers when requested.)
3. Chapter sends at least one representative to JDA and they implement new skills/strategies learned among chapter members.

Vision:

1. Chapter promotes CABE and its activities within its community
2. Chapter engages non-CABE members in their community through collaborations with schools and other community based organizations
3. Chapter engages in any other type of activity that moves forward CABE's vision of "Biliteracy and Education Equity for All".

SUBMISSION PROCESS

Regional Representatives submit up to 4 typed pages describing how their nominees meet the above criteria. Supporting documents (i.e. pictures, newsletters, and articles) can be attached. They submit their nominations no later than January 31st to the following address:

CABE Chapter of the Year
C/o CABE Vice-President
16033 E. San Bernardino Road
Covina, CA 91722-3940

SELECTION PROCESS

The CABE Vice-President selects a committee to read all submissions received and selects first and second choice for the award based on how well they meet each set of criteria. The committee will hold a conference call to discuss their individual choices and decide on a winner.

AWARD: The selected chapter will receive a banner with their chapter name indicating they are CABE Chapter of the Year, CABE will host a membership meeting, and a letter sent to all their members announcing their award.

Notes