

CABE COMPASS PROJECT WORKPLAN

Claim/Goal #3.3 Strategic Partnerships		#3.3 Strengthen existing partnerships and establish new partnerships with the California Department of Education, Institutions of Higher Education (IHEs), professional organizations, businesses, and political, civic, and service organizations to deepen understanding of the CABE COMPASS and to identify specific fiscal and programmatic commitments from those partners to support English Learner success within the COMPASS framework.		Project Manager Enrique Gonzalez	Assessment	Additional Funds \$\$
Timeline		Action Steps	Milestones/Deliverables		Lead	
Start	Complete		Milestone (Deliverable)	Target Date		
Ongoing	Ongoing	<i>3.3.1 Partner with the California Department of Education to develop and roll out collaborative trainings for educators and community on the new State Common Core Standards,</i>	<ul style="list-style-type: none"> • <i>Develop facilitators' agendas and PowerPoints for a professional development series (workshops, webinars) that targets teachers, administrators, parents.</i> • <i>Develop a suite of supporting resources.</i> • <i>Establish a training schedule that includes dates, locations, audiences, presenters.</i> • <i>Work with CABE and CDE</i> 			<p>We are building relationships at the CDE to establish the possibility of this focus area. (meeting with Torlakson, Lupita Ortiz-Alcala, Karen Caidero Kaplan, Elena Farjado, Veronica Aguila, Gustavo Gonzalez</p> <p>• We have built a strong relationship with CDE for their presence and</p>

		<i>ELD Standards, and new assessments.</i>	<i>staff to prepare/deliver the training materials to each presenter/site.</i> • <i>Roll out the training.</i>			participation at CABE annual conferences.	
July 2014	Present	3.3.2 Expand the CABE connections to IHEs and identify IHE partners to develop agreements for joint projects that support English Learner success and community engagement.	<ul style="list-style-type: none"> • Identify those existing chapters at the university level to assist in establishing new chapters. • Convene key IHE leaders to brief them on the CABE COMPASS, to identify potential joint projects, and to solicit their support in rolling out these projects. • Develop a joint CABE/IHE action plan for each selected project and identify the project leads. • Launch the projects. • Document and publicize the process and results. 			<ul style="list-style-type: none"> • Have established a key partnership with CSU East Bay to implement P2I for the past 3 years • Working closely with the University Seal of Biliteracy Group • Incorporated IHEs into CABE Annual Conference—workshops, institutes, university visits 	
Pending	Pending	3.3.3 Collaborate with IHE department heads to review and enhance	<ul style="list-style-type: none"> • Utilize the CABE COMPASS and Toolkits to clearly communicate to IHEs the skills needed for ELs to be fully engaged and 				

		<p>preservice teacher programs.</p>	<p>successful 21st century learners.</p> <ul style="list-style-type: none"> • Establish CABE Chapters with IHE teacher education programs. • Hold workshops/institutes at CABE conferences for university/preservice students. • Convene department heads/deans of education schools from 3-5 IHEs to develop an action plan of course development/revision and preservice activities designed to enhance preservice teachers' skills and capacities to contribute to English Learners' success. • Launch the action plan. • Document and publicize the results. • Design efforts to connect the P21 initiative to opportunities to "grow our own" bilingual teachers. 				
Pending	Pending	3.3.5 <i>Annually</i>	•Develop a plan to select				

		<p><i>adopt a service and/or civic organization and provide mentorship to grow their advocacy for and support of CABE and the CABE COMPASS, and to make CABE more visible in the community.</i></p>	<p>organizations to mentor.</p> <ul style="list-style-type: none"> • Develop a protocol/briefing process to recruit mentee organizations. • In support of recruitment efforts, develop multimedia materials including testimonials from successful EL students. • Identify COMPASS priorities to most benefit from these mentorships. • Work with CABE technical staff to establish the electronic space and processes for mentor/mentee sharing of resources. • Launch the mentorship program. • Document and publicize the impact of the mentorship on EL success. 				
Pending	Pending	<p><i>3.3.6 Implement a project management process to identify and</i></p>	<ul style="list-style-type: none"> • Identify all areas of shared work with organizations/entities outside of CABE. • Document this shared work and its status through 				

		<i>document areas of collaborative/shared work.</i>	the development of a partnership matrix and project management process. <ul style="list-style-type: none"> • Use existing and new partnerships to expand access to expertise in high need areas/topics. 				
April 2015	Present	3.3.7 Create a partnership between CAFE and international organizations that establishes avenues for interchanges and collaborations between programs along with revenue growth and development for the organization.	<ul style="list-style-type: none"> • Establish funding sources to support the advancement of language programs through CAFE (Spanish, Chinese, Tagalog, Vietnamese, etc.). • Establish student and educator opportunities for cultural and study exchanges and the funding resources to support this project through scholarships and grants. 			<p>Established a relationship with Baja California's Sistema Educativo Estatal (SEE) to promote collaboration amongst teachers students and administrators on both sides of the border to benefit mobile student populations between the California's.</p> <p>Some of the activities include:</p> <p>Meetings SEE Secretary.</p> <p>Participation of SEE in regional conferences with presentations and participation of teachers 30+</p>	

					<p>Tour of SEE Schools in Tijuana for California Educators</p> <p>Tour of Bilingual programs in San Diego for 30+ SEE Educators</p> <p>Google Apps for Education Training in Spanish for California Teachers 30+</p> <p>Established a relationship with the Institute for Mexicans abroad (IME) in Mexico City to create various education partnerships with a variety of Mexican public, nonprofit and private Institutions for the benefit of English Learners in California.</p> <ul style="list-style-type: none"> Promoting participation of Mexican Institutions during CAFE 2016 Conference 	
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						<ul style="list-style-type: none"> • Secured participation of CABE during the XXVIII U.S. Mexico Binational Migrant Education Meeting. Sept. 2015 • Collaborating w SEE on the creation of a STEM program for teacher in B.C. and CA. Using GLAD. "CHISPA" • Strategizing and crafting MOU with IME and SEE to establish framework for collaboration • Participated during annual PD sessions for all Mexican Consulates in North America. Presented 	
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						<p>CABE Mission and Vision I CA.</p> <ul style="list-style-type: none"> • Secured \$46,542.00 in IME Becas Grants • Participated as guest presenter during SEE Conversational English Seminar in Tijuana Baja California. • Agreed on MOU work plan specs between IME and CABE. • Organized a Binational GLAD Planning meeting in Tijuana Baja California. Tour of facilities and school sites. 	
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						<ul style="list-style-type: none"> Participated as presenter during INEA Seminar in San Diego for Plazas Comunitarias in San Diego County. 	
April 2015	Present	4.6.3 Establish a system of fund solicitation strategies.	<ul style="list-style-type: none"> Seek opportunities for grants and fund development 			<ul style="list-style-type: none"> Developing a work plan and strategy to approach corporations to sponsor CABA's regional or annual conferences, as well as specific programs or events throughout the year. The idea is to tailor to corporations goals and areas of interest to allow them the opportunity to gain recognition in the community while providing funds for CABA's programs to augment reach 	

						<p>and impact with EL teachers and students</p> <ul style="list-style-type: none"> • Developed a Corporate Brochure to seek sponsorship and donations from private sector • Attended Nonprofit sponsored events hosted by Union Bank • Approached Wells Fargo Community Development Team to begin conversations regarding CAFE and possible sponsorship opportunities. 	
April 2015	Present	4.6.4 Develop a portfolio of cultivation strategies (“making friends”).	<ul style="list-style-type: none"> • Increase the number of CAFE Partners • Build and maintain a network of partnerships with corporations, foundations, individuals, and partner organizations for fund development and programmatic 			<ul style="list-style-type: none"> • Began establishing new relationships on behalf of CAFE with private and philanthropic institutions in California and Mexico, to make them aware of CAFE and its 	

			purposes.			<p>footprint in California's school system, EL students and teachers. Some this institutions include: Banks, local governments and school districts foreign governments and institutions such as Mexican Consulates, SEE in Baja California, IME, SEP, INEA, COLBACH, UNAM, Bansefi, Proyecta 100mil among others</p> <ul style="list-style-type: none"> Organized meeting for our CEO to meet with AT&T and Southwest Airlines Executives to introduce CABE and talk about possible ways of collaboration / Sponsorship to establish a relationship. 	
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						<ul style="list-style-type: none"> • Attended the 2016 NCLR conference in Orlando, FL. To establish new relationships with public and private institutions that advocate on behalf of our community nationally. Highlight connections include: Walmart, Ford Foundation, Univision, Bank of America, CVS, Pepsico, UPS. • Organized binational meeting for education officials from Baja California and Chula Vista ESD. The purpose of the meeting was to give our dignitaries from Baja California an opportunity to learn more about the way school districts operate in 	
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						<p>California. One of the programs presented to the Mexican visitors was the Dual Language Immersion program. They visited different classrooms to see how it's implemented to help students improve their English skills. Superintendent of CVESD Dr. Francisco Escobedo, "One of the things we can learn from each other are instructional practices that can enhance language acquisition, and sharing assessments, so we can be more uniform and follow student academic improvements."</p>	
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						<ul style="list-style-type: none"> • 9/2016 Participated during “The Student We Share” Symposium in Mexico City along with CAFE Board Chair and CEO • 9/2016 Organized a Binational GLAD training in Tijuana Baja California • Represented CAFE in San Diego’s local IME Becas Committee • 10/2016 Coordinated a visit Baja California Schools for NPR Education Reporter Claudio Sanchez. • 10/2016 Coordinated radios interviews and secured free advertisement in 	
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						<p>support of Prop 58</p> <ul style="list-style-type: none"> • 11/2016 Secured CABEs participation presenting GLAD strategies during SEE Conversational English Seminar in Tijuana Baja California. • Secured \$46,000.0000 in IME Becas Grants for the 2017 year • 12/2016 Organized participation of a Delegation of SEE officials for the Binational GLAD project in San Bernardino • 01/2017 Coordinated an email blast to support CDE & Ministry of Education of 	
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						<p>Spain, to promote an annual writing contest called "Escribo en Español"</p> <ul style="list-style-type: none"> • Ongoing/2017 Coordinated presentations and RSVP dignitaries that will be in attendance to CABE 2017 agencies include, IME, SEP, INEA, SEE, CONALITEG, ITESM, BANSEFI, UnADM, UNAM etc. • Jan- March /2017 Worked with Mexican Consulate in Santa Ana to coordinate Mexico's presence in their jurisdiction during CABE 2017 • Feb /2017 Worked with the office of Dr. Patricia Gandara 	
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						<p>to establish a closer relationship between CAFE and the UC system. Established a monthly calendar of conference calls to keep each other informed on developing projects and partnerships with Mexico.</p>	
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