

CABE Professional Development Services Business and Marketing Plan 2013-2014

Following the CABE Compass

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Submitted by GEMAS Consulting

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EXECUTIVE SUMMARY

CABE's expertise in the field of education of English Learners is unparalleled in California. The organization is mature in terms of its established resources, its reputation and recognizable brand. Providing ongoing expert professional development is the natural next-step. This plan includes and describes specific activities, topics, costs, and revenue to be generated to the organization to continue to grow its mission and vision of biliteracy for all.

The plan establishes several new offerings. District level workshops, regional Professional Development Institutes, district level consulting, establishing several CABE Literary Awards, reaching out to publishers of instructional materials to provide professional development to ensure better instructional materials for English Learners, and growing the sale of books and materials online. It also proposes the establishment of a CABE Professional Development Certification to be developed by the organization as a way of certifying expertise and quality of professional development.

In order to achieve success in this business, CABE needs to phase in this work with a clear blue print using accepted business tools and practices to assure success and growth. Partnering with GEMAS Consulting, under Elizabeth Jiménez MBA, this plan allows Executive Director, Jan Corea to remain focused on leading all facets of the CABE organization, networking with key policy makers and potential sponsors, the CABE board and daily operations, while the new business is expertly cultivated and managed.

This plan proposes a systematic, steady plan which begins with four considerations. Who are our current customers, what are our current products and services, who are our potential customers and what are our potential offerings? The bottom line is how can this initiative serve to diversify and bolster CABE's sources of revenue while accomplishing its long-standing mission.

Most new businesses do not realize a profit in the first year as they build the structures needed to systematically grow and prosper. Based on a moderate projection of sales in the areas of this plan, CABE should expect a profit of \$15,000-\$18,000 in year one. This is after all costs have been covered and the templates, designs, policies and practices have been put in place to allow the CABE Professional Development Services to grow in year two with the goal of being able to hire a full time director of CABE PDS to ensure the ongoing profitability and focus on the CABE mission.

BACKGROUND

Our Strategic Goals & Objectives

CABE's strategic goals and objectives are its fifth Essential:

- Dramatically improve English Learner engagement and achievement.
- Create and sustain 21st century learning environments of high intellectual performance across the curriculum and in all areas needed for 21st century success for English Learners, including the development of high levels of multilingual competency.
- Provide strategic direction and support to district administrators, principals, teachers, and sites focused on improving the quality of classroom instruction and interaction in every classroom in every school in California, on behalf of English Learners and their families.
- Create and support safe, affirming, and enriched school environments for participatory, restorative, and inclusive learning and interaction for English Learners.
- Engage English Learner families and communities in powerful learning and collaboration.

THE CABE COMPASS POINTS THE WAY

The California Association for Bilingual Education is recognized statewide as the premier membership organization in California with expertise in curriculum, instructional methods, parent education, and instructional models for English Learners and students in Dual Language Programs. CABE has historically led the way to changes in state policy and practice through its advocacy arm. Many key pieces of legislation have been formulated and passed thanks to CABE's leadership. The statewide CABE conference is a highly regarded gathering place for professional growth and development. However, in the past CABE has often led the charge for change, then others step in to provide professional development to districts which is sometimes very good, other times not, but often times inconsistent.

This partnership proposal is offered to the CABE Leadership for consideration a way to further extend the organization's positive impact, to widen CABE's outreach to educators in other segments such as charter and private schools, to provide a venue for expert, individual CABE members who aspire to grow professionally as trainers, and increase CABE revenue, while supporting and extending the first CABE Essential (noted in the CABE Compass) of bilingualism and bi-literacy as an asset. By launching and providing a source of consistent, excellent professional development, and outstanding instructional resources for educators Pre-K through Higher Education, CABE will continue to grow its reputation and influence in education throughout California and the nation. I have referenced throughout this proposal key elements of the CABE Compass that demonstrate the connection of this work to the CABE vision.

SCOPE AND RATIONALE

CABE Core Programmatic Principles: High Quality Professional Preparation & Support

Provide coherent, comprehensive, and ongoing professional preparation and support programs based on well-defined standards of practice for English Learners. These programs are designed to create professional learning communities of administrators, teachers, and other staff to implement a powerful vision of excellent teaching for each group of English Learners.

Utilizing the proposed CABE Compass Strategic Goals & Objectives as a guide, this memo proposes the joint formation of the CABE Professional Development Services Group. This effort differs from the CABE Conference Department in several key aspects while potentially sharing some of the highly experienced internal, logistical human resources. Whereas the CABE annual and regional conferences are multi-faceted, culminating events, the CABE Professional Development Services Group effort would focus on specific topics and provide ongoing training to school districts, schools, as well as some regional workshops or seminars based on timely, current topics. Additionally, The CABE Professional Development Services Groups would actively seek out, develop and feature the sale of excellent, instructional materials and resources to supplement and support educators of English Learners, including parents.

The reason this is proposed as a partnership between CABE and GEMAS Consulting is to give CABE the advantage of a rapid launch into this area of the Professional Development sector by utilizing the GEMAS experience from starting-up and running such a business, with a minimized cash outlay. In partnership with GEMAS Consulting, CABE would utilize the expertise of an existing, successful professional development organization whose leadership has an MBA and experience running both large and small successful businesses, has extensive educational marketing experience and most importantly, is passionately dedicated to serving English Learners and their families, as well as ensuring excellence in educational systems that serve English Learners. CABE would have far less financial outlay by not having to immediately fund a full-time position within the organization while enjoying the benefits of a high level of expertise, energy and direction. It would also allow this new segment of CABE's work to be developed by a dedicated individual without having to draw off human resources from CABE's established work.

The proposal recommends a three-year development plan which begins with a start-up phase (Phase I) to set in place the structure for a successful business, a growth phase (Phase II) during which initial steps are taken for growing the services and reputation of CABE Professional Development Services, and an expansion phase (Phase III) which ideally would establish a full-time position in the CABE organization funded with the revenue directly generated by the professional development services offered and continue the growth and profitable expansion of services

BACKGROUND—ELIZABETH JIMENEZ

Elizabeth Jiménez, CEO of GEMAS Consulting is a true pioneer in the field of Bilingual Education and an early member of the CAFE organization. She worked in the state capitol as a Legislative Aide for Assemblymember Pete Chacón, author of California's early bilingual education legislation and was a bilingual teacher with a bilingual cross-cultural specialist credential. She holds an Executive MBA from the Drucker School of Management at Claremont Graduate University, Claremont, CA and a BA in Spanish from Cal State University, Fullerton.

Elizabeth has an extensive professional development background. She began training teachers during her tenure as a Bilingual under Dr. María S. Quezada where she led the districtwide ELD Resource Teacher with the Ontario Montclair School District, Program training. She then worked as a trainer and professional developer for 16 years in the textbook publishing industry as well as a marketing director and a regional Vice President. She has served the state of California as the state trainer of trainers for the CELDT, has worked extensively with school districts in California that are focused on achieving success with Long Term English Learners and will be providing a pro-bono, two-day institute at the 2013 CAFE conference for which she is being recognized with a bronze level sponsorship.

Elizabeth began her company, GEMAS Consulting in 2000 focused exclusively on English Learners. Her clients have varied widely from the CA Commission on Teacher Credentialing, the Department of Education of Puerto Rico, LACOE, RCOE and other county offices, included all of the major educational publishers, and many school districts such as Anaheim Union High School District, Azusa Unified, San Francisco Unified, Bassett Unified, Pomona Unified, Boston City Schools, Soledad Enrichment Action Charter Schools, and LAUSD where she worked with the Superintendent to offer the *Achieving A+ Summit*, a gathering of over 40 nationally recognized leaders in the education of English Learners and Standard English Learners, including many CAFE members. She is a highly sought-after trainer and coach throughout the US and Puerto Rico. The word GEMAS means precious gems in Spanish, and was selected as the name of her company because the word GEMAS is made up of the initials of her five children – Gabriela, Eduardo, Maria, Alexandra and Salvador.

THE BUSINESS OF PROFESSIONAL DEVELOPMENT THE MARKET – WHAT IS

Examining our current business and the current market landscape provides some direction as to how we can extend CAFE's reach and grow CAFE's influence and revenue. We can systematically think of this landscape divided into four quadrants: Existing customers, existing products and services, prospective customers and potential products and services. CAFE has a long history of an outstanding statewide conference and regional conferences which are in decline due to a variety of reasons, the greatest being the severe decline in budgetary resources in school districts. This decline in attendance and spending budgets has

had a related effect on the spending of sponsors who have reduced or discontinued their participation in the annual conference.

If we keep in mind that the for-profit companies who sponsor our conference do so for a strong business reason, it may give us guidance about what we need to do to appeal to their support going forward. Companies participate because they want access to potential customers and most importantly to potential decision makers. Keeping that in mind, buying decisions are not usually made directly by teachers, paraprofessionals or parents. So, including events with Superintendents and cabinet level individuals appeals to businesses who see it as an opportunity to meet, pitch and follow up with decision makers in order to sell their products. Organizations such as ACSA, CALSA, CSBA, CLSBA are often of more interest for that reason. CABE could consider providing a free membership to the Supt in every school district, hosting events or trainings directed at the Cabinet level and boards that teach them the basics of EL instruction, outreach to new Supts from out of state might also be an excellent investment in collaboration with ACSA.

EXAMINING CURRENT CONDITIONS AND PREPARING FOR GROWTH – WHAT CAN BE

CABE has a very successful cadre of staunch, long-time partners and members, as well as a history of statewide and regional conferences that draw attention to the expertise and advocacy of CABE. By recognizing this asset, CABE can focus on:

- ✓ Selling more of existing products and services to existing customers (quadrants A and B).
- ✓ Selling new products to existing customers (quadrants C and B)
- ✓ Selling existing products and services to new customers (quadrants A and D)
- ✓ Selling new products to new customers (quadrants C and D)

<p>A) Existing CABE Products and Services</p> <ul style="list-style-type: none"> • CABE Membership • Statewide and Regional Conferences • Online sales of books and resources • Multi-lingual Educator (advertising) • Mailing Labels • Project2Inspire 	<p>B) Existing CABE Customers</p> <ul style="list-style-type: none"> • CABE Members • Conference Sponsors • Grant Partners • School Districts • Companies that sell to teachers of English Learners
<p>C) Potential Products and Services</p> <ul style="list-style-type: none"> • Review materials for a fee • Entry fees for CABE book awards • On-site Professional Development • Consulting in districts (master plan) • Training for Textbook editorial • Seal of Biliteracy Consulting • CABE Certification 	<p>D) Potential Customers</p> <ul style="list-style-type: none"> • Software Companies • Teacher Educators • Charter Schools • Lobbyists • Toy Companies • Chambers of Commerce • Professional Organizations

EXISTING REVENUE-GENERATING PRODUCTS AND SERVICES

1. CAFE Membership – Make the Join CAFE more prominent on the website and create some incentives other than a discount at the state Conference. Perhaps if they join while signing up for or while attending one of the PDS events, they get a discount coupon on their next PD

-create an additional category for members who are in the private sector and can afford more than the teacher or parent price

-Establish a committee to read articles for the multilingual educator online edition. This would serve as a place for members to be published and for some members to serve in the capacity as reviewers.

2. Statewide and Regional Conferences – Sponsors and others exhibit at CAFE and attend because it is a gathering place of decision makers. Their goals are two-fold; they want access to those who have the power to make the buying decision (Supts, Asst. Supts, Principals) and they want the opportunity to get their brand and products in front of potential customers who may sit on adoption committees. This means that not only do they want the opportunity to exhibit, they want to be able to present their products. Sales people want to meet, and talk with decision makers. PDS could host a networking breakfast for sponsors and co-chairs, supts, etc. and do a brief presentation on the power of PDS.

3. On-line sales of books and resources. An analysis of the sales in FY 2011-2012 and 2012-2013 provide some insight into an area of potential growth with some focused effort.

	2011-2012 On-line Sales	2012-2013 On-line Sales
Total Revenue	\$25,536	\$5,187
Who is buying?	62 orders total 16 Universities Outside CA 20 School Districts 4 County Offices of Ed 13 Individuals Members/non-members	29 Total orders 12 Universities 11 Outside CA 3 School Districts 2 County Offices of Ed 3 Individuals Members/non-members
What are they buying? Which books? What merchandise?	<i>Redesigning English –Medium Classrooms</i> \$20,559 <i>Pedagogies of Questioning</i> \$2838 <i>Negotiating Identities</i> \$2067 No sales of CAFE merchandise through the online sales	<i>Redesigning English –Medium Classrooms</i> \$3324 <i>Negotiating Identities</i> \$1680 <i>Schooling of English Learners</i> \$108 No sales of CAFE merchandise through the online sales

RECOMMENDATION: The On-line book store needs updating to categorize books, give basic pricing, author info and description. One should be able to click on the book to get the info and should be able to order from the website, not have to call CABE to order. CABE should consider selling children's books and become the source for L1 materials in addition to professional books.

CABE should consider partnering with publishers who produce high quality materials to allow purchases through the website that would yield CABE a percentage of the sale but not require CABE to invest in or carry inventory. Once the updates have been made, post the announcement of this new service on Facebook and email out to all members a gift certificate (non-transferable) for \$5 worth on a purchase of books made by a fixed date, in order to generate traffic to the site.

4. Advertising in the Multi-lingual Educator, at the Conference and other publications.

5. CABE Mailing Labels – If marketers are looking to target bilingual educators or those who work with English Learners, CABE has a wonderful resource.

RECOMMENDATION: Advertising on Facebook, twitter, and through our listserv.

EXISTING CABE CUSTOMERS

1. CABE Members – These members renew annually. Many are long-time members who worked in bilingual education programs in the Chacon era. Others become members simply to achieve a lower price on the Conference fee. Members are generally employed as educators or are involved parents, some work in education-related businesses.

RECOMMENDATION: Include a \$5.00 gift certificate with new CABE membership and on anniversary dates (5 year member, 10 year member, etc.) to incent members to actually go to the CABE bookstore and look for merchandise. Chances are with the gift certificate they will spend more than five dollars, increasing chances that the revenue for 2013-2014 will bump up.

2. Conference sponsors- Businesses such as publishers, banks, insurance companies, arts, consulates, and job recruiters.

3. Grant Partners

4. School Districts – Send faculty to the CABE Conference, and purchase items from the CABE store.

5. Companies that sell to teachers of English Learners – includes smaller publishing companies, after school providers, and educational toy companies such as LeapFrog.

POTENTIAL CABE PRODUCTS AND SERVICES

The following proposed recommendations fit well with the CABE mission, vision and Compass. They would be new additions to the CABE portfolio of revenue-generating products and services.

1. Create a CABE Literary Award - I propose that as a way to promote the publication of literature that is culturally relevant and linguistically diverse, the board consider the establishment of 4 literary awards - one category for a professional book, and three for children's literature. In the area of children's literature, one category could be for a picture book, one for a non-fiction book and a third for Juvenile/Young Adult fiction. The board would convene a committee to propose the categories, the names of the awards, and some criteria. An entry fee would be collected from participating entities and three copies of the book would be submitted. CABE would solicit applications from members who would like to participate as readers/reviewers who would recommend a winner and honorable mention for CABE book awards. There would be no compensation to members other than receiving and keeping the copies of the books they reviewed, and a certificate of appreciation and participation in the event at the CABE conference where the winners are honored.

2. Review materials for a fee – Publishers are often searching for key people to review their manuscripts before they go to print. With my connection to the key individuals in the publishing world, I propose that we invite CABE members to apply to CABE PDS to serve in this capacity for an honorarium fee. CABE would contract with the publisher to provide the review services. This would in no way imply CABE's endorsement of the product, on the contrary, it simply serves to provide unvarnished comments on the appropriateness of activities and literature for English Learners and L1 audiences.

3. Expand our Regional Training offerings – establish a series of offerings that would be replicated statewide in some key areas around the state. Charge would be per person for attendees. We would try to use no cost venues at, and collaborate with, highly regarded entities such as universities, city halls, country offices, school district facilities, etc.

4. On-site Professional Development - We offer workshops, onsite coaching, and professional development to individual school districts for a fee. These would be done by expert CABE certified presenters on topics offered by CABE. CABE would develop a kind of speakers bureau of highly regarded expert members who would be tapped to provide training to districts and schools. Master copies of the materials would be sent to the district ahead of time for duplication. The main cost is the generation of business, sale and fee for speaker. CABE PDS would become a development ground for up and coming individuals who would like to do professional development. In order to make the business profitable, CABE would need to limit the fees paid to speakers by creating a tiered payment scale.

5. Paid consulting with districts (master plan, feasibility study for establishing a Dual Language Program, on-site coaching, Seal of Biliteracy Consulting, A-G graduation criteria, writing curriculum, etc.). This would be proposed on a project basis and cost

would include both onsite days of the trainer as well as work days crunching data, writing reports, interviewing key individuals by phone, and researching pertinent data and supporting research.

6. Training for Textbook editorial – CAFE has played a very active role at the state level in the review textbooks and instructional materials submitted for adoption. We can be more proactive to make sure that these submissions are closer to the ideal by providing several services for a fee.

- a) Convene, train and provide manuscript reviewers to publishers
- b) Develop, and disseminate a CAFE checklist of criteria, characteristics of quality instructional materials for English Learners to be used by local school districts to in their local review and adoption of materials.
- c) Host training for editorial teams, editorial houses, and others involved in the writing of instructional materials for California, co-host with AAP and AEP.

7. Offer training for new school board members on the basics of funding and instructional quality for English Learners. This could be offered in conjunction with CSBA or CLSBA. Too often new school board members come from sectors outside education so have very little background on the plethora of acronyms, funding sources, statutory history, and rules and regulations regarding English Learners and bilingual education. CAFE could provide an EL 101 type course that provides these basics so that when they must make decisions they have a foundation rather than simply relying on anecdotes of personal sentiment.

Write a white paper or other manual for school districts to consider

8. CAFE Certification – Many people offer themselves as experts on the instruction of English Learners and make a living offering training and materials that don't really hit the mark. CAFE can have a strong impact by providing a certification of providers on content knowledge as well as consistent ability to present high quality professional development. CAFE would convene a group to discuss and design such a certificate that might be offered to coaches, and others who will present, train, consult with and coach educators.

9. Develop the ability to conduct Webinars and online training.

10. Expand the offerings through Online CAFE Book sales. Based on the analysis of historical data for online CAFE sales, a more focused sales effort towards universities, school districts, and county offices is recommended. Explore the feasibility and desirability of partnering with publishers and other entities to carry key products for a commission on sales.

CAFE members have tremendous expertise, experience and passion for excellence in bilingual education and bi-literacy. CAFE is an excellent potential channel for encouraging, training members to write and craft supplemental instructional materials for use in California schools. CAFE members and others in education who look to CAFE for direction in these areas are often searching for recommendations of materials for parents, students and teachers of English Learners.

Examples of Possible Publications

1. How-to Handbooks such as a how to start a successful bilingual program.
2. CABE Bilingual Children's Book Award Recipients
3. Staff Meeting Activity Book for Principals (Jimenez)
4. Cognate Books and Posters
5. Workshop materials (notebooks, DVD's, BLM's, etc.)
6. Seal of Bi-literacy Toolkit and materials
7. LTEL Instructional Tools
8. Bilingual Resources
9. Other materials submitted by CABE members for consideration, that meet the to-be-established criteria based on the CABE compass

Instructional Materials

1. Reseller Agreements with Publishers (eg. KDS online course to prepare for the CTEL, Velasquez Press Multilingual glossaries, Heineman Professional Books)
2. Conduct CABE instructional materials review for a fee
3. Publishing/Distribution agreements for CABE assets
4. Other

DEMOGRAPHICS

The state of California has some 1200 school districts and over 5000 schools. The top 20 school districts in CA, by size, have populations of over 50,000 students and all have large EL populations but also have greater internal resources. These tier I districts have funds but tend not to outsource their professional development. Tier II districts range in size from 10,000 to 49,999 students and have EL populations that vary from region to region. For example, Imperial County may have smaller school districts but very large EL populations. Suburban districts may have small populations of English Learners, but they may be mainly populating a few schools who then have large numbers and percentages of ELs.

CA is coming out of the No Child Left Behind era where, for the first time English Learner data was disaggregated to show the disparities in achievement but the remedies that were forced upon districts were not conducive to success. For a decade teachers have been directed to place students in intervention classes that did not always help students reach the level of rigor they needed. With pressure from the state testing program, many English Learners were kept from history and science courses so that they could take additional remedial reading courses to prepare them to pass the tests.

In the current climate in CA, under the current State Superintendent, Board and Legislature CABE is in a much better place of respect and inclusion in decision making, providing guidance and input to policy makers, and providing expertise on instructional frameworks and materials. School District Superintendents and other leadership are more likely to be open to CABE, given this level of respect and recognition across the state.

FUNDING SOURCES

Title I, Title III, Title II, Grants, EIA, Other

THE COMPETITION

CABE PDS is new to the market and therefore will need to find its place amongst established field of competitors. School districts and others may have a hazy perception of CABE or a very strong personal knowledge of the organization, its history and expertise. Some of the unique and compelling characteristics of the CABE PDS are the history of effective, expert advocacy the expertise of its membership and established focus on English Learners. However, CABE does not yet have an extensive track record of providing trainers to school districts nor ongoing training so potential customers will want to see a well thought-out plan, professional looking materials, familiar names and experts, and topics that appeal to their most urgent needs.

Examining the field of providers, there is a lengthy list of large and small providers. In thinking about our competition what we mean is the list of others who also provide services to users in this same space that school districts can choose from. We can partner with some or have advantages or disadvantages over others. We will need to do some market research on pricing and services, but our key is to identify what we do that is unique, expert, consistent and desired by the end-users. For example, do we have materials or speakers or low prices, or some other advantage?

Public	Private	Non-Profit
<ul style="list-style-type: none"> -County Offices of Education -School Districts -Universities 	<p>K-12 Textbook Publishers</p> <ul style="list-style-type: none"> Pearson (SIOP) Scholastic Houghton Mifflin McGraw-Hill National Geographic <p>PD Companies</p> <ul style="list-style-type: none"> Solution Tree CORE EL Achieve GLAD Write Institute GEMAS Consulting Provocative Practices <p>On-line offerings</p> <ul style="list-style-type: none"> KDS Universities (CEEL) 	<ul style="list-style-type: none"> WestEd ACSA Center for Applied Linguistics CATESOL CALSA Californians Together NUA

MANAGEMENT OF CABE PDS

This new service differs from the Conference work that CABE is known for in that it operates year-round and provides customized services to individual districts. The proposed development and management of this business in Phase II is as follows:

DIRECTING CABE PROFESSIONAL DEVELOPMENT SERVICES – ELIZABETH JIMENEZ

In order to quickly grow the district-level professional development business, there needs to be intensely focused, consistent, planned contacts with potential service users. Although we will rely on all CABE Board members, staff and advocates to spread the word, building a strong, highly regarded business means regular, intentional outreach to school districts by developing leads at various events, meeting with them locally to determine their needs, recommend steps forward, and develop proposals of service which must be the responsibility of the lead consultant. This is focused work and requires proactive communications with key decision makers to bring in the kind of contracts that will rapidly grow the CABE PDS reputation and revenue.

CABE PDS marketing, sales and training materials will be developed by Elizabeth, in collaboration with CABE staff and leadership, approved by CABE CEO, and produced in-house or with GEMAS staff. Elizabeth will share her own staff as well as utilize CABE staff to complete these development tasks and not overload the CABE human resources.

In phase II of CABE PDS, we propose forming a small speakers' bureau of CABE members with the expertise, presentation skills and experience to fulfill the district contracts. In order to be profitable, equitable and professional, CABE PDS will set a tiered honoraria schedule for presenters. The chart below is an example based upon utilizing board members and other key member-educators who would be contributing their talents and being paid an honorarium in recognition of their contribution while charging a district \$2,500 per day for professional development. The proposed range for consultants is \$750-\$1800 per workshop (generally travel included with fee).

Evaluations of service will be an important part of determining what is working. The goal for year three is to develop enough business and profitability to be able to hire a full-time, salaried director who can also provide some of the training along with directing the sales and marketing functions. In order to do that, there must be enough revenue generated to pay for the services of the professional development consultants and the consulting time to build and develop this service.

PARTNERSHIP COMPENSATION

The partnership is designed to be mutually beneficial. When comparing compensation to that of salaried employees, keep in mind that initially the work to develop this business is going to be done by highly skilled independent contractors who do not have another source of income and must pay their own taxes, health insurance, and retirement out of the fees they charge. The consultant directing the CABE Professional Development Services will receive a monthly stipend for the work of building the business including the tasks of leading Sales,

Marketing/Advertising, Operations, Development and Outreach. In addition, any workshops, consulting or Institutes will be compensated on the contract daily rate for services.

PROPOSED DEVELOPMENT PHASES

The establishment of the CAFE Professional Development Services, based upon the vision of the CAFE Compass, is proposed to be phased-in over 36 months. Work began in April of 2013 with initial workshops and services. Additional sessions are set to begin in summer of 2013, which is a very quick start-up timeline. However, it is critical that a sound business structure be put in place for decision making on what is to be offered, how and by whom it will be delivered and a business metric for decision making that helps the board evaluate progress and decide on expansion timelines. It is very important to consider that any start up business effort of this type rarely shows a profit in year one. That being said, the CAFE Professional Development Services utilizes the experienced leadership of an independent contractor to create a solid structure for sound decision making and expansion. The resulting revenue enhancement to the CAFE organization will not only allow CAFE to thrive but will expand the mission and reputation in the field of Education of English Learners and Bilingual Education.

BRIEF DESCRIPTION OF PROPOSED PHASES OF ROLL OUT

PHASE I – Start-up Phase duration 4-6 months begins with market research, designing the business model structure and offering a very limited number of initial workshops as a kind of test implementation. This phase is needed in order to structure the business for growth, help budget the future work and to lay the groundwork for a successful launch for SY13-14.

PHASE II – Growth phase duration 6-12 months launches a short list of workshop topics and trainings at strategic locations throughout the state. A CAFE certification process is developed and school districts are contacted to contract with CAFE to provide in-district services. 2014 Summer Institute is offered to districts in several regional locations.

Phase III – Expansion phase duration 12-24 months
Built on the Roadmap provided by the CAFE Compass a roll out of the Training of CAFE Professional Developers begins the certification process. The menu of workshops and trainings is expanded per expressed CAFE member needs, state/federal directions and to fulfill the direction of the CAFE Compass. If revenue targets are met, a full-time Director should be considered to run and further grow the CAFE Professional Development Services Group.

PROPOSED SERVICES

The CAFE Professional Development Services Group is anticipated to develop and market training and other services that fit with the CAFE mission and vision, as well as some products. Below is a brief list of some of the services to be phased in over three years. Other recommendations are welcome but it is important that we develop systematic criteria for selection of topics, trainers, and materials associated with the training.

Phase I

1. Develop and Market Expert, Regional Trainings on timely Topics. A timeline document and plan are to be presented to the board for feedback.

Phase II

2. Recruit, train, and Certify Independent Contractors not only for their knowledge of English Learners but for their presentation skills
3. Contract with school districts and other educational entities to provide training on instructional delivery for teachers of English Learners.
4. Offer consulting to districts looking into launching two-way immersion programs, seal of bi-literacy, and meeting the new CCSS and CA ELD standards.
5. Offer training to instructional materials publishers
6. Expand CAFE online store offerings and marketing/sales efforts.

Phase III (additional possibilities)

7. Provide curriculum development services for a fee to Publishers of Instructional Materials
8. Develop and market training and materials to and certified workshops/ webinars/ training of school translators and interpreters
9. Develop and market training for front-office personnel and after-school tutors who work with English Learners
10. Develop and market training for Substitute Teachers
11. Develop a mentoring network to utilize the experience of retiring members of the profession to develop aspiring leaders in bilingual education and English Learner education.