

CABE COMPASS PROJECT WORKPLAN

Project Title: <i>Designing for Success</i>		2.1 Professional Development Framework: <i>Develop and disseminate a common professional development framework to develop the highest quality teachers and administrators who are prepared to engage high achieving and joyful 21st century English Learners.</i> 2.2 Professional Development: <i>Provide coherent, comprehensive, and ongoing professional preparation and support programs based on well-defined standards of practice, aligned to CABE's Professional Development Framework, and designed to create professional learning communities and networks of administrators, teachers, and other staff to implement a powerful vision of excellent teaching for each group of English Learners they serve and support English Learner best practices, research, policies, and materials/resources.</i>			Project Manager: <i>Kris Nicholls, Ph.D.</i> Founding Managing Consultant: <i>Elizabeth Jiménez Salinas</i>		
Timeline		Action Steps	Milestones/Deliverables		Lead	Assessment of Actions	Budget and recommendations
Start	Complete		Milestone (Deliverable)	Target Date			
Sept. 2015	On-going	2.1.1 <i>Convene a framework design team</i>	<ul style="list-style-type: none"> • Identify purpose and outcomes 	Sept. 2015	Kris Nicholls, Jan Gustafson-Corea	<i>Brainstormed purposes and outcomes, linked to CABE vision, Theory of Action, Values, Design Principles, Core Programmatic Principles, Strategic Goals and Objectives, and Instructional Priorities</i>	
			<ul style="list-style-type: none"> • Develop a facilitator's agenda/outline 	Oct. 2015			

			<ul style="list-style-type: none"> • Identify and invite the design team 	Oct. 2015	Kris Nicholls, Laurie Nesrala, Claudia Lockwood	<i>All agreed to be a part of project as it linked to their respective areas of expertise and responsibility</i>	
			<ul style="list-style-type: none"> • Identify a facilitator and a framework writer 	Oct. 2015	Kris Nicholls and PDS team	<i>Kris and Cabe.4.me the PDS team will work with the design team to support the writing of the framework</i>	
			<ul style="list-style-type: none"> • Prepare the convening master presentation 	Oct. 2015	Kris Nicholls	<i>To be shared at CABE Board meeting on 11.21.15</i>	
			<ul style="list-style-type: none"> • Prepare the convening handouts 	Nov. 2015	Kris Nicholls and PDS team	<i>Will host a "café" table at CABE Board meeting on 11.21.15</i>	
			<ul style="list-style-type: none"> • Secure a meeting facility 	Oct. 2015 and Nov. 2015	Met at CABE headquarters and via phone conference	<i>Will be meeting on December 16th at CABE</i>	
Dec. 2015	Up-coming	2.1.2 <i>Disseminate and publicize the board-adopted framework</i>	<ul style="list-style-type: none"> • Work with the framework writer to finalize the framework 	TBD	Kris Nicholls and PDS team		

			<ul style="list-style-type: none"> • Bring the framework to the board for adoption • Develop a PR/dissemination plan for the frame work, including sharing it at professional conferences and with CAFE membership, clients, and partners • Use the framework to guide any future CAFE professional development efforts and activities • Conduct an assessment of randomly selected CAFE professional development activities to determine their alignment to the framework 	<p>March 2016</p> <p>April 2016</p> <p>May 2016</p> <p>June 2017</p>	<p>Kris Nicholls</p> <p>Kris Nicholls and PDS team</p> <p>Kris Nicholls and PDS team</p> <p>Kris Nicholls and PDS team</p>		
July 2013	On-going	<p>2.2.1 <i>Establish a CAFE Professional Development Services Group to develop and market training and other services that fit with the CAFE mission and vision, and to develop aligned supporting products.</i></p>	<ul style="list-style-type: none"> • Contract with an existing experienced professional development organization to launch the Professional Development Services Group. • Adopt a three-phase, three-year plan which begins with a start-up phase (Phase I) to set in place the structure for a successful business, a growth phase (Phase II) during which initial steps are taken for growing the services and reputation of CAFE Professional Development 	<p><i>July 2013</i> Done</p> <p>Done</p>	<p>Elizabeth Jimenez-Salinas</p> <p>Jan Gustafson -Corea</p> <p>Elizabeth Jimenez-Salinas</p>	<p><i>The plan for each phase has proceeded on target for both time, revenue, and profitability.</i></p>	<p>Both revenue and profitability has grown each year with no initial outlay of funds by CAFE.</p>

			<p>Services, and an expansion phase (Phase III) where CAFE brings on a full-time Professional Development Director position funded with the revenue generated by the professional development services offered to continue the growth and profitable expansion of services.</p> <ul style="list-style-type: none"> • Include the design of professional development on pedagogy for board members, administrators, principals, and teachers. • Include the development of teacher preparation/ certification professional development related to dual language education, P21, and bilingual education. 			<p><i>Kris Nicholls started as the Director of PDS on 7.20.15</i></p> <p><i>Coaching, instructional strategies, and content sessions have been offered and will continue to be a focus for PDS to create systems of support for the implementation of critical pedagogy to support excellence in education for English Learners.</i></p> <p><i>A partnership with CSUF for fall 2015 has begun exploring this. Offering an institute on “Developing and Refining</i></p>	<p><i>Institute was wildly successful, and provided opportunities for additional contract work with districts throughout the year.</i></p>
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			<ul style="list-style-type: none"> • Establish a sound business structure for decision making on what is to be offered, how and by whom it will be delivered, and a business metric for decision-making that helps the CAFE board evaluate progress and decide on expansion timelines. 			<p>Academic Spanish” on 9.25.15</p> <p><i>Moving forward in the planning for presenting on this topic to other teacher education faculty across the state in collaboration with CSUF and CABTE in early spring 2016</i></p> <p><i>Projections of new business have been on target, utilizing a 30% margin as a guide, using break even numbers to guide planning and implementation</i></p>	
July 2013	On-going	<p>2.2.2 <i>Launch Phase I/ Start-Up of the Professional Services Plan in order to structure the business for growth, help budget the future work, and lay the groundwork for a</i></p>	<ul style="list-style-type: none"> • Review the CAFE COMPASS to identify all areas of professional development called for in the COMPASS. • Conduct a needs survey at the 2013 CAFE Conference to determine the perspective of English Learner educators regarding priorities for 	Done			
				Done			

		<p><i>successful launch for SY13-14.</i></p> <p>professional development.</p> <ul style="list-style-type: none"> • Using the results of the CABE COMPASS review and the needs survey, develop a recommendation for a prioritized plan of professional development for Year One that is aligned to CABE's Professional Development Framework. • Develop business and marketing plans to support the recommended professional development plan. • Conduct branding, advertising, and prospecting activities in support of the professional development plan. 	<p>Done</p> <p>Done</p>		<p><i>Marketing and business plans are now updated for 2015-2016</i></p> <p><i>Logo created and marketing brochure and flyers created and disseminated on line, in personal and via email blast. We will be presenting at key professional conferences (ACSA, CSLBA, DLeNM) and having an exhibit booth to enhance prospecting activities; branded items</i></p>	<p><i>Presented at CLSBA and ACSA conferences; favorable feedback and many contacts for possible contracts</i></p>
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			<ul style="list-style-type: none"> • Develop training materials and templates to support the Year One professional development plan. 	Done		<i>(flash drive, Post-Its) being used at all PDS events.</i>	
July 2013	On-going	2.2.3 <i>Launch Phase II/ Growth of the Professional Services Plan in order to conduct the Year One professional development events.</i>	<ul style="list-style-type: none"> • Identify, recruit, and induct a cadre of Year One trainers. • Recruit and contract with client districts and entities. 	<p>Done</p> <p>Done</p>		<i>In year one, consultants contracted for this work were well-known in the field, reducing risk and the necessity for induction.</i> <i>We currently have 10 active contracts, worth \$260,656, and 11 proposals worth \$137,170 that we are following up on to move them to contracts. Year-to-date, the total value of the active contracts combined with the projected revenue from invitational events is</i>	

			<ul style="list-style-type: none"> • Begin the Year One professional development activities. 	Done		<p><i>\$487,826, or 127% of the PDS total income goal for 2015-2016.</i></p> <p><i>We are kicking off the 2015-2016 year with two high-powered PDS invitational events, at CSUF and at Almansor Court. We are expecting nearly 500 teachers and administrators at these events!</i></p>	
			<ul style="list-style-type: none"> • Begin the process of implementing the Mentor Certification Process described in Action Plan 4.4. 	This was rolled over to Phase III		<p><i>Will be including this in the work on the professional development framework</i></p>	
			<ul style="list-style-type: none"> • Design the Year Two professional development plan and conduct the necessary development and marketing activities in support of that plan. 	Done		<p><i>We are developing new PDS offerings and doing focused marketing for</i></p>	

						<i>each of our events, trying to reach a wider audience</i>	
July 2015		2.2.4 <i>Launch Phase III/ Expansion of the Professional Services Plan.</i>	<ul style="list-style-type: none"> • Design the Year Three+ professional development plan and conduct the necessary development and marketing activities in support of that plan. • Conduct outreach presentations at other organizations' conferences and events, set up email blasts, disseminate regular e-newsletter articles, and make "sales calls"/visits to districts to generate business. 	See Phase III plan		<i>2015-2016 Business Plan is complete; marketing activities have commenced, including submitting proposals for presentations at professional organizations, and being conscious of marketing the CABA PDS name in all that we do; increasing the PDS invitational event offerings and recruiting recognized experts in the field to consult for PDS...</i>	
				<i>Working with Laurie Nesrala to include items in the CABA Corner blog</i>		<i>We are using email blasts, Facebook posts, and other social media to market our events and conferences.</i>	

			<ul style="list-style-type: none"> • Develop and grow the sale of CABE publications. 	Phase III gift certificate campaign		<p><i>Working with the Business Team to expand the materials that we sell at each of our events to support the growth of PDS and the teachers, administrators, parents, and community members we serve to improve the education of English Learners in California.</i></p>	<p><i>We have begun to sell additional materials at our events, including "Scaffolding Academic Language" materials in English and Spanish, along with the flash drives. We are currently sold out of the "Scaffolds" materials...they were very popular!</i></p>
			<ul style="list-style-type: none"> • Provide CABE COMPASS-aligned curriculum development services for a fee to publishers of instructional materials. 	We successfully provided review of materials for one company. More discussion is needed by the board to determine the parameters for this work.			
			<ul style="list-style-type: none"> • Develop and market COMPASS-aligned certified 	Under discussion		<p><i>CABE PDS is on the conference</i></p>	

			<p>workshops, webinars, and training of and materials for school translators and interpreters, front-office personnel, and after-school tutors, and substitute teachers who work with English Learners.</p> <ul style="list-style-type: none"> • Develop a CABE COMPASS-aligned mentoring network to utilize the experience of retiring members of the profession to develop aspiring leaders in bilingual education and English Learner education. 	<p>with tech team; current website does not have the capability to offer webinars</p> <p>We are working with the Leadership and Legacy project</p>		<p><i>program for ACSA and Latino School Board Association. Working in association with CALTOGs for PD offerings.</i></p> <p><i>We provided 2 workshops for Library staff in DLI schools. VERY well received. We are planning to offer more as opportunities arise, including a workshop for front office staff.</i></p>	<p><i>We will be partnering with CalTogs to present workshops on the LCAP rubrics that they created to help districts understand how to increase and improve their services to English Learners. First workshops are scheduled for 1.19.16 and 1.20.16.</i></p>
		2.2.5 Create a culture of quality service and support to our schools, districts,	<ul style="list-style-type: none"> • Enact performance management systems in CABE focused on ensuring we provide quality professional development services. 	<p>In addition to completing evaluations, training provided to</p>		<p><i>Consider a more systematized follow-up survey to be sent to each participant</i></p>	

		and communities through an accountable professional development system.	<ul style="list-style-type: none"> • Design professional development evaluation processes and/or protocols to measure the impact on student access and achievement of our professional development activities. 	districts include follow-up discussions to determine efficacy.		<i>or school/district Currently using a basic feedback form at all PDS presentations. Will be bring this conversation over to the work on the professional development framework, all based on the professional development standards.</i>	
On-going	On-going	2.2.6 Maintain our regional and annual conference structure with targeted focus on timely and relevant professional development.	<ul style="list-style-type: none"> • Continue to work through the established conference committee structures to plan and conduct regional and annual conferences. 	Done	Delma Chwilinski	The regional conference institutes were very well attended, well received and profitable. We will expand to invite sponsors of sessions to	

			<ul style="list-style-type: none"> • Work with the CAFE president and board to establish conference themes and identify major speakers. • Develop an input/feedback loop to solicit member perspectives on timely and relevant professional development topics/issues. 	To be included in Blog	Jan Gustafson -Corea	<p>augment \$ We have expanded from 8 institute offerings last year to 11 this year. We have one speaker, an extremely well-known authority in the field of English Learner education, whose non-commercial presentations at our regional conference teacher institutes are being sponsored by a publishing company.</p> <p>We are soliciting feedback from members in the areas where we are holding regional conferences to determine what</p>	
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						<i>topics to offer for the teacher institutes</i>	
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Completed evaluation forms from sessions offered as well as “come back” requests to work with the same districts indicate a high level of satisfaction with services offered.