

Engaging Our Chapter Leadership
with the CABE COMPASS_{for} English Learner Success

Board Priorities

New Development

- 4.1 **Multilingual Excellence (Includes portions of 3.2 Making Learning Visible)**
Showcase excellence in programs and practices for English Learners to promote multilingualism for all California students and support for multilingualism among parents, educators, and policymakers. Create tools, protocols, and processes to make learning in English Learner contexts (and the teaching that leads to such powerful learning) public and visible to our entire California community.
- 4.2 **Data Dashboard – Phase 1 Content Development**
Create a user-friendly data dashboard that districts can utilize to promote transparency and awareness regarding English Learner college, career, and 21st century readiness to both support best practices and create a sense of urgency for change among our parents, members, and education policymakers.
- 2.3 **Design for Success Website – Content Development**
Develop an interactive Designing for Success website to access current and relevant information regarding current research, best practices, demographics, policies, and basic information about English Learners for our diverse stakeholders and clients.

Strengthen & Expand

- 2.2 **Professional Development (Includes 2.1 – PD Framework)**
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. Based on that Framework, 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.
- 3.1 **Family and Community Engagement**
Implement strong family and community engagement programs that build leadership capacity and that value and draw upon community funds of knowledge to inform, support, and enhance teaching and learning for English learners so that they graduate college, career, and 21st century ready.

4.6 Budget & Fund Development

Develop multi-year budget and fund development plans to help the staff and board set realistic income goals with respect to the annual budgeting process and implementation of the CABE COMPASS; outline the strategic steps required to reach those goals, as well as board and staff responsibilities in accomplishing the plans; and identify targeted financial and strategic goals necessary to support successful COMPASS implementation.

Maintain Effort

3.4 Advocacy

Expand our legislative, policy, and legal advocacy efforts in support of dramatically improving family and community engagement and English Learner success.

3.3 Partnerships

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.

Rethink/Restructure

3.5 Membership

Provide advocacy-oriented leadership to more fully engage and expand our membership in support of English Learner success.

4.3 Chapters

Design and roll out a professional development strategy for engaging CABE chapters in effectively and compellingly understanding, communicating, and enacting the CABE COMPASS accountability provisions.

2.2 Regional Conferences (2.2.6)

Maintain our regional and annual conference structure with targeted focus on timely and relevant professional development.