

# PORTUGUESE BEYOND BORDERS

INSPIRING LANGUAGE, CULTURE,  
HEART, & COMMUNITY



A Visionary Strategic Plan for Advancing  
the Learning of Portuguese Language and Cultures  
in California



# ACKNOWLEDGMENTS



This strategic plan was developed with the dedicated effort and collaboration of our diverse stakeholders: teachers, administrators, students, parents, community members, activists, and business and civic leaders. We greatly appreciate their guidance and support and thank them for their time in reviewing and giving input for this plan. We are particularly grateful for the sponsorship, support, participation, and encouragement of the organizations and individuals who committed their time and minds to this work:

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*Strategic Plan Facilitation, Writing, and Design  
by Francisca Sánchez  
Provocative Practice*

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May 30, 2018

As President of California State University, Fresno, the largest and most diverse institution of higher education in California's San Joaquin Valley, I value the importance of diverse languages and cultures in all sectors of our society. I view this Strategic Plan as a catalyst for increasing and strengthening the teaching of the Portuguese language and cultures in California. I applaud the fact that the Plan has been developed with broad leadership from all major regions of California and includes the perspectives of students, parents, educators, cultural advocates, community organizations, business leaders, and elected officials.

As the first Latino President of Fresno State, growing up in a community in the Central Valley with a strong Portuguese presence, I felt compelled to have this important community vividly represented in our campus community by establishing a President's Portuguese Leadership Council consisting of broad representation from the Portuguese-speaking world. The Council led to the establishment of an interdisciplinary Portuguese Studies Center, the hiring of tenure track faculty, and an exchange program between the Jordan College of Agricultural Sciences and Technology and the University of the Azores. I view these initiatives as the beginning of a much larger endeavor to further connect the university with existing efforts to strengthen the teaching of Portuguese language and cultures in California and our multilateral relations with the Portuguese-speaking world.

Exposure to the Portuguese speaking community has been a most enriching cultural and educational experience. I look forward to witnessing the outcomes of this bold Strategic Plan as we collectively embark on this trajectory to propel **PORTUGUESE BEYOND BORDERS**. The future of California is bright, in part, because of the dynamic Portuguese American community.

A handwritten signature in black ink, appearing to read "Joseph I. Castro".

Joseph I. Castro, Ph.D., M.P.P.  
President

# PREFACE



Portuguese is the 6th most spoken language in the world, present on five continents, and the most used in the Southern Hemisphere, where it is the language of over 250 million people. It is the official language of eight countries (Angola, Brazil, Cabo Verde, Guiné-Bissau, Moçambique, Portugal, São Tomé e Príncipe, Timor Leste - as well as the gateway territory of Macau in China -) on five continents. As a global language, Portuguese is also present in the Portuguese speaking diaspora in North America (Canada and the United States) where it is spoken by about two million inhabitants as well as in many European countries where immigrants from the Portuguese speaking world, and their descendants, have made their home.

The Portuguese language is increasingly being viewed as a language of opportunity, not only for the descendants of immigrants from Portuguese speaking countries, but for all California students. As this great state strives to equip every student with 21st century global competencies (<https://www.mydigitalchalkboard.org/cogniti/content/file/resources/documents/ab/ab4420e5/ab4420e5a514d0bc0e17be13486d-7398998f9b20/educateglobalcomp.pdf>), Portuguese is being viewed as a language that can provide its citizens access to emerging markets in Africa, Asia, Europe, and South America.

With Spanish being the largest world language offered by California public schools and the university systems, Portuguese, the other major Iberian and South American language, appears to be the logical third language for students to pursue and expand their linguistic horizons. With a professional level of linguistic competence in both Portuguese and Spanish, Californians will be able to successfully interact and carry out their academic and career goals in key markets in the Americas and across the globe.

As one of the most ethnically and linguistically diverse states of the union, California is home to a large Portuguese speaking community. This community is politically, economically, and socially engaged in every aspect of the state's domestic and international affairs.

To realize the vision set forth in this Strategic Plan and develop the concept of **PORTUGUESE BEYOND BORDERS**, a stronger commitment on the part of the state and the communities, especially local education agencies, is imperative, structuring a greater investment in the teaching and learning of Portuguese languages and cultures. Additionally, this effort needs to encompass the teaching of Portuguese speaking countries across the curriculum as well as the contribution that the Portuguese have made and continue to make to California's society.

The Portuguese language, literatures, and cultures offer a unique and enriching learning experience for all Californian students. This Strategic Plan aims to achieve this goal and further contribute to the linguistic and cultural richness of California.

Diniz Borges, Educator  
Portuguese Language and Cultures  
Tulare Union High School/College of the Sequoias  
Cônsul Honorário de Portugal, Tulare, CA

Duarte M. Silva, Executive  
Director California World  
Language Project  
Stanford University Graduate School of Education

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# EXECUTIVE summARY

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**PORTUGUESE  
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# EXECUTIVE SUMMARY



The Portuguese communities in California are on the cusp of a major, ground breaking effort to design an overarching plan for a new approach to nurturing our Portuguese language and cultures, one that provides multiple pathways for engaging all our community in high level multilingual learning opportunities that prepare Californians for success in a global, 21st century environment.

Named **PORTUGUESE BEYOND BORDERS**, this visionary strategic plan strives to ensure that all members of our extended community are fully included in coherent, connected, and powerful learning by providing guidance to our schools and community about how best to serve our community. It addresses the educational success of heritage students from Portuguese speaking countries in a comprehensive manner that builds on their languages, cultures, experiences, skills, and resources to graduate them prepared for success in college, career, and the global world. It also addresses the needs of other sectors of our community so that we can all experience a resurgence in the viability of our language and cultures as the heart of both our heritage and our future. As a fundamental approach to creating this plan, we have committed to a process of community engagement, with the anticipation that relationships among and across a most diverse group of stakeholders will be strengthened, and ownership of the issues will result. This monumental and innovative effort to move our communities to the forefront of powerful and transformative leadership creates a unique opportunity to make an incredible and sustainable impact for the Portuguese communities in California: students, families, schools, and community.

**PORTUGUESE BEYOND BORDERS** features several through lines that we should expect to see across California as basic characteristics that our community is able to recognize, describe, and promote as hallmarks of quality:

## *PreK - 16+ Coherence*

Community members should expect a seamless journey beginning with joyful preschoolers, moving to become multilingual/multicultural college, career, and globally ready graduates with multiple post-secondary options, and culminating in life-long learning opportunities for community members of all ages.

## *Global Approach*

Community members should expect all projects and initiatives to reflect the demands of an interdependent, global, knowledge-based, creative-age society and economy.

## *Quality & Committed Leaders*

Community members should expect expert leaders who are focused on improving engagement, achievement, and global success for our community through the use of powerful practices, including frequent collegial collaboration and inquiry.

## *Values-Driven, Principles-Based, Research-Informed Programs & Practices*

Community members should expect that our initiatives, programs, and practices reflect our values and principles, and are supported by the existing research on effectiveness.



# EXECUTIVE SUMMARY



**PORTUGUESE BEYOND BORDERS** represents our new leadership strategy for dramatically improving outcomes for the Portuguese community in California. In order to make this understandable to the broader community, a set of Fundamentals was drafted. These were then vetted with the broad-based stakeholder team that met in March and April, who refined and approved them.

## OUR VISION

Portuguese Beyond Borders: Inspiring Language, Culture, Heart, & Community

## OUR MISSION

**CREATE** and support intense and powerful programs and services designed to promote Portuguese language, culture, identity, and community.

**INSPIRE** our community to re-imagine what is possible in these areas.

**ADVOCATE** for public and educational policies that support our vision of Portuguese language and culture as powerful players on the world stage.

## OUR VALUES & BELIEFS

**PORTUGUESE BEYOND BORDERS** has established a set of six values that form the foundation for our efforts and that reflect our most inspired sense of identity. Our stated values are a reminder to stakeholders and a message to everyone else of what we stand for. As such, we will rely on these six key values to guide our future work.

***Identity & Cultural Character:*** We celebrate and value our unique Portuguese IDENTITIES and CULTURES and acknowledge that each of us has multiple diverse identities. These identities define and liberate us, connecting us to a larger world. We support each other, our youth, our families, and our communities in fully developing these identities as essential to our growth, like so many other immigrant peoples, as powerful, hard-working, proud, and resilient human beings within a cultural community.

***Creativity, Innovation, & Investment:*** We value and promote CREATIVITY and INNOVATION that derive from knowledge, skills, and experiences that are designed to strengthen the learning and teaching of the Portuguese language and cultures. We are committed to motivating ourselves and others to INVEST in and expand on our collective ideas to bridge our communities.

***Multilingualism, Multiculturalism, & Global Competency:*** We value the power of MULTILINGUALISM, MULTICULTURALISM, and GLOBAL COMPETENCY, and acknowledge these as individual, community, national, and global assets. Language and culture become passports that allow us to navigate multiple perspectives, strengthening relationships across and within communities. When we achieve proficiency in two or more languages, not only do we benefit individually, but our families and communities benefit as well. Those benefits are transforming the way that human beings relate to one another.

# EXECUTIVE SUMMARY



**Collaboration & Cooperation:** We value COLLABORATION and COOPERATION for the short term and long term benefits they bring to our community and our endeavors. They provide us with the opportunity to learn about the perspectives of others and develop an appreciation of our common and diverse values. Through collaboration, we can create innovative solutions built on common ground that lead to community (common + unity).

**Family & Community:** We value and promote FAMILY and COMMUNITY as the cornerstones of our strength as a people. We work diligently to uncover, acknowledge, and make visible the linguistic, cultural, and other resources that reside within diverse families and communities. As a community, we build connections and relationships, especially as these are expressed through language and culture. We incorporate these resources into our educational endeavors, and we work as partners with all families and communities to enhance family/community engagement and leadership.

**Advocacy-Oriented Leadership:** We value the role and power of ADVOCACY to keep our communities strong and viable in an ever-changing world. We strive to nurture LEADERSHIP at all levels, and ignite a sense of passion, motivation, and responsibility within our communities. We support the promotion of Portuguese language and cultures to strengthen the bond across generations. We encourage activism and involvement in the local government and participation in causes that benefit the entire community.

## OUR PRINCIPLES

To support our vision of success, **PORTUGUESE BEYOND BORDERS** has identified a set of principles that operationalize our values. These principles serve as guidelines for our work with schools, communities, and partner organizations, and include statements related to the following areas:

- F Passion, Empowerment, & Professionalism
- F Leadership Mindset
- F Impact
- F Clarity, Transparency, & Trust
- F Out Of The Box Learning
- F Value Added
- F Commitment

## OUR STRATEGIC GOALS

Based on our review of the current status of the Portuguese communities in California, the requirements of the 21st century, the research and evidence related to the most successful change initiatives, and the desires voiced by staff, students, and parents and community members, **PORTUGUESE BEYOND BORDERS** endorses the following overarching strategic goals. These six goals form the framework for the powerful and sustainable transformation of the Portuguese communities in California.



# EXECUTIVE SUMMARY



1. *Organizational Infrastructure & Sustainability:* Design and implement an infrastructure to support and communicate our identity and strategic work and facilitate strategic plan implementation, progress monitoring, assessment of effectiveness, and sustainability.
2. *Student, Family, & Community Engagement:* Engage students, families, and communities in powerful multilingual/multicultural learning, collaboration, leadership, and advocacy in support of Portuguese language and cultures.
3. *Advocacy:* Expand our legislative, policy, and legal advocacy efforts in support of dramatically improving access to powerful Portuguese language/cultures programs for all students PreK-16, as well as for the broader community.
4. *Powerful Partnerships:* Establish and sustain powerful partnerships that support and expand our strategic reach, influence, and impact.
5. *Programs, Services, & Resources:* Dramatically improve access to and participation in powerful high quality PreK-16 Portuguese language/cultures programs designed to promote multilingualism, multiculturalism, and global readiness for every student and for our community.
6. *Professional Learning & Leadership:* Provide strategic guidance/support to schools, districts, communities, and partners to establish and sustain high quality Portuguese language education programs and improve the quality of classroom instruction and interaction.

**PORUGUESE BEYOND BORDERS** sets out the guidelines for how we will serve our community. It includes a comprehensive set of recommendations and accompanying actions (see Appendix A) for enacting our overarching goal of ensuring that every member of our community be prepared to succeed in a globalized 21st century world that prioritizes multilingual/multicultural skills, especially Portuguese language and cultures. We recognize that implementation of **PORUGUESE BEYOND BORDERS** will require a major transformation of our priorities, policies, and practices. The recommendations and actions provide a blueprint for realizing our vision of success for our community and include short term, medium term, and long term actions.

California is the right place to advance a cutting edge strategic plan that innovates, inspires, and re-imagines what is possible for our Portuguese communities. Through this new strategic plan – **PORUGUESE BEYOND BORDERS** –, we will model for Portuguese communities everywhere what it means to prepare for the global world of today.



# SUMMARY OF RECOMMENDATIONS



**PORTUGUESE  
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INSPIRING LANGUAGE, CULTURE,  
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# SUMMARY OF STRATEGIC GOALS & RECOMMENDATIONS



## 1.0 ORGANIZATIONAL INFRASTRUCTURE & SUSTAINABILITY

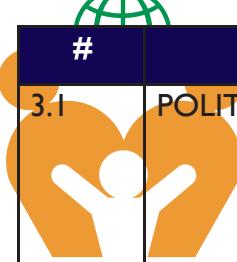
Design and implement an infrastructure to support and communicate our identity and strategic work and facilitate strategic plan implementation, progress monitoring, assessment of effectiveness, and sustainability.

#	Focus	Recommendation
I.1	ORGANIZATIONAL STRUCTURE & LEGACY	Leave a legacy of transformative change and empowerment that includes as one of its major achievements the unification of the various Portuguese organizations and communities in active support of our strategic plan for the benefit of all. To this end, determine and put in place the most appropriate organizational structure (i.e., coalition, community-based organization)
I.2	STRATEGIC PLAN	Create a Strategic Plan with detail for year 1 (2018-2019) and update the plan each year. As part of this plan, address the teaching of Portuguese as a Global Language.
I.3	ACTION PLANS	Create a detailed action plan for each strategic goal, specifying actions and steps, timelines, persons responsible (owner, action lead, action team members), key milestones, and resources allocated.
I.4	ONLINE PROJECT MANAGEMENT SYSTEM	Implement an online project management system to manage, track, monitor, and assess implementation of the action plans, and to facilitate just-in-time communication, articulation, collaboration, and alignment among action team members.
I.5	ORGANIZATIONAL CULTURE OF CONTINUOUS IMPROVEMENT	Identify and implement a coherent strategy that builds an organizational culture of quality service, unity, support, perseverance, leadership, community, and accountability. As part of this effort, create tools and protocols for our leadership to engage in reflection on and assessment of fidelity to our fundamentals, progress on our action plans, and responsiveness to changing/evolving strengths, opportunities, and challenges.
I.6	RELATIONSHIPS, ROLES, & RESPONSIBILITIES	Strengthen and clarify expectations for and roles of the leadership team, and identify and provide specific strategies and services to better support Leadership Team members in actively and successfully carrying out their responsibilities and maintaining positive relationships with each other.
I.7	STAFFING	Implement a staffing plan consisting of advisors, consultants, supporters, and board members/leadership council to effectively carry out our activities.
I.8	FISCAL/FUND DEVELOPMENT	Develop and implement a fund development strategy (i.e. grants, donors, sponsors, advertisers) to grow our fiscal resources sufficiently to fund our strategic plan activities and make us a fiscally healthy and sustainable organization.

#	Focus	Recommendation
2.1	FAMILY & COMMUNITY ENGAGEMENT PROGRAMS	Implement strong multimedia/multiplatform family and community engagement programs that build leadership capacity and that value and draw upon community funds of knowledge to inform, support, promote, and enhance Portuguese language/culture teaching and learning.
2.2	UNITY INITIATIVE	Design actions to connect and integrate the local Lusophone communities by engaging in collaborative activities and projects to raise awareness and tolerance for our differences as well as recognition of our commonalities.
2.3	STUDENT VOICES	Launch a student voices campaign to promote the benefits of multilingualism generally, and Portuguese language learning specifically.
#	Focus	Recommendation
2.4	COMMUNITY CULTURAL	In partnership with community organizations and associations,
1.9	COMPETENCIES & MARKETING	Design communitywide campaigns designed to expand the community's cultural competencies. Strengthening social media presence strengthens our presence, influence, and credibility.
2.5	PORTUGUESE ONLINE CENTERS	Create a promotional plan to promote the following: A campaign to show the importance of Portuguese in the economy and workforce. Efforts to create international opportunities that showcase the use of Portuguese. • Informational campaigns to promote and make visible our services, programs, and resources. • Informational campaigns to publicize our commonalities across diverse Portuguese-speaking communities and groups and to promote unity that respects diversity. • Saturation of Portuguese language signage and announcements in public events, venues, and institutions. • Showcasing of Portuguese American media and arts.

## 2.0 STUDENT, FAMILY, & COMMUNITY ENGAGEMENT

Engage students, families, and communities in powerful multilingual/multicultural learning, collaboration, leadership, and advocacy in support of Portuguese language and cultures.



#	Focus	Recommendation
3.1	POLITICAL ENGAGEMENT	Develop a strategy for garnering political support, including: <ul style="list-style-type: none"> <li>Developing a political platform and issues positions.</li> <li>Identifying key political positions that are potentially available for a Portuguese-friendly candidate.</li> <li>Supporting our own political candidates at the local and state levels.</li> <li>Communicating with our community about opportunities for political and civic involvement and advocacy.</li> <li>Sponsoring an annual “Day on the Hill” in Washington, D.C. and Sacramento.</li> </ul>
3.0	<b>ADVOCACY</b>	Expand our legislative, policy, and legal advocacy efforts in support of dramatically improving access to powerful Portuguese language/cultures programs for all students PreK-16, as well as for the broader community.
3.2	LEGISLATIVE ADVOCACY	Through strengthened partnerships with other community-based and advocacy organizations, support legislative efforts to improve language learning policy and practice, and align policy and practice to our vision/goals.
3.3	ADVOCACY TRAINING	Conduct advocacy training and provide topic-specific talking points for different groups: students, parents, educators, and community members. Organize meet and greet sessions with legislators and other civic leaders.
3.4	CONFERENCE ADVOCACY OPPORTUNITIES	Create specific advocacy opportunities at the annual conference, including strategically inviting influential administrators; showcasing a range of powerful speakers/advocates; organizing strategic networking; and soliciting conference sponsors/underwriters who can expand our reach and influence.
3.5	LOCAL ADVOCACY	Design tools, protocols, and processes to support students, teachers, and families/community members in advocating more effectively at school and district levels for coherent PreK-16 Portuguese language and culture programs.
3.6	STUDENT ADVOCACY	Establish a network of high school and university Portuguese clubs to support increased student Portuguese proficiency, cultural competency, self-advocacy, and leadership.
3.7	AMBASSADORS	Identify, train, and deploy student and parent ambassadors to work with other parents and community members/ organizations for the purpose of garnering support for coherent PreK-16 Portuguese language/culture education.
3.8	PUBLICATIONS & RESEARCH	Coordinate research and development related to Portuguese language/culture/ education to expand our knowledge base, enrich our practices, demonstrate our expertise, and help our stakeholders and partners translate research and data to actionable practice.

# SUMMARY OF STRATEGIC GOALS & RECOMMENDATIONS



## 3.0 ADVOCACY (Continued)

#	Focus	Recommendation
3.9	HERITAGE & CONTRIBUTIONS	Organize an online multimedia compendium of resources that can be used in school, district, university, and community programs to address the heritage, historical contributions, and contemporary impact of the Portuguese in California and US history.

## 4.0 POWERFUL PARTNERSHIPS

Establish and sustain powerful partnerships that support and expand our strategic reach, influence, and impact.

#	Focus	Recommendation
4.1	MULTILINGUAL LEARNING COLLABORATIVE	Explore state, national, and international interest in establishing a Portuguese Language & Cultures Collaboration based on a collective impact model.
4.2	STRENGTHEN & EXPAND PARTNERSHIPS	Formalize/continue partnership agreements with existing partners and specify collaborative activities/projects. Identify new partnerships that add value to our work, and specify the collaborations we plan to undertake for mutual benefit.
4.3	PARTNER LIAISONS	Assign Leadership Team members as representatives/liaisons to each partner organization to facilitate mutual communications, collaboration, and promotion.
4.4	PARTNER CAPACITY	Design and roll out a professional development strategy for engaging partners in effectively and compellingly understanding, communicating, and enacting our vision, values, and priorities.
4.5	IHE PARTNERSHIPS	Identify key IHEs statewide that can support the promotion of Portuguese language and culture as well as post-secondary success for our students. Ensure that we collaboratively standardize a path for transfer of students' high school Portuguese experience to college.
4.6	BUSINESS PARTNERSHIPS	Establish a strategy for expanding our business partnerships and sponsorships in ways that support our strategic recommendations and actions.
4.7	CIVIC CONNECTIONS	Identify key civic (city/town/county/state) events and celebrations and promote the inclusion of a Portuguese cultural component.
4.8	PORTUGUESE HALLS	Work collaboratively with local Portuguese leadership to transform Portuguese halls into community centers for Portuguese with public and community services.



# SUMMARY OF STRATEGIC GOALS & RECOMMENDATIONS



## 5.0 PROGRAMS, SERVICES, & RESOURCES

Dramatically improve access to and participation in powerful high quality PreK-16 Portuguese language/culture programs designed to promote multilingualism, multiculturalism, and global readiness for every student and for our community.

#	Focus	Recommendation
5.1	ACCESS & PARTICIPATION	Increase the number of PreK-16 students, including students from all ethnicities and cultural backgrounds, English Learners, and students with special needs, participating in Portuguese language pathways designed to lead to multilingual proficiency, high academic achievement, global competency, and the Seal of Biliteracy.
5.2	MULTILINGUAL EXCELLENCE	Showcase excellence in Portuguese language and cultures programs to promote multilingualism for all California students and support for multilingualism among parents, educators, and policymakers. As part of this effort, promote and showcase the Seal of Biliteracy and Pathways to Biliteracy for Portuguese throughout California.
5.3	STRENGTHEN AND EXPAND EXISTING PORTUGUESE LANGUAGE/CULTURE PROGRAMS.	Assess the quality and comprehensiveness of existing Portuguese language/cultures programs and act to strengthen and expand these programs so they represent models of PreK-16 quality programs.
5.4	LANGUAGE/CULTURE EDUCATION PROGRAM GUIDE	Develop a multimedia guide that defines and explains the different pathways and options for educational institutions to offer Portuguese language and cultures programs that lead to proficient bilingualism, high academic achievement, and global competency. As part of this guide, address issues of: <ul style="list-style-type: none"><li>• Rationale &amp; Benefits</li><li>• Results &amp; Outcomes</li><li>• Program Design &amp; Planning</li><li>• Implementation &amp; Monitoring</li><li>• Staffing &amp; Professional Development</li><li>• Family/Community Engagement</li><li>• Resources</li><li>• Funding</li><li>• Assessment &amp; Evaluation</li></ul>
5.5	EXPANDED LEARNING	Design and launch expanded school day (before/after), school year, and summer Portuguese language/cultures immersion programs. Include a professional learning component for teachers.
5.6	FAMILY/COMMUNITY LEARNING OPPORTUNITIES	Create accessible Portuguese language classes for working adults and families. Include recognition of regional varieties of Portuguese, and provide access to learning in/through these regional varieties.

# SUMMARY OF STRATEGIC GOALS & RECOMMENDATIONS



## 5.0 PROGRAMS, SERVICES, & RESOURCES (Continued)

#	Focus	Recommendation
5.7	ORGANIZE AND MARKET AVAILABLE SERVICES	Establish a system of differentiated supports/services (including online and on demand) for schools, districts, partners, and other clients, where together we co-design powerful Portuguese language/culture strategic plans, programs, and approaches.
5.8	MAKING LEARNING VISIBLE	Create tools, protocols, and processes to make Portuguese language and cultures learning (and the teaching that leads to such powerful learning) public and visible to our entire California community.
5.9	PERFORMANCE-BASED ASSESSMENT	Design and promote a robust performance-based assessment system/process to build on language learner strengths, showcase learning accomplishments, and promote acceleration of Portuguese language development, academic success, and global competency.
5.10	DESIGNING FOR PORTUGUESE SUCCESS WEBSITE & RESOURCES	Develop an interactive, easy-to-access Designing for Portuguese Success website to access current and relevant information about current research, best practices, policies, available resources, and basic information about powerful Portuguese language and cultures programs, models, and pedagogy.
5.11	THEMED ACTIVITY KITS	Design and promote themed activity “in a box” kits that school and community programs can easily implement to engage students in engaging and hands-on Portuguese language/cultures learning.
5.12	COMMUNITY LANGUAGE RESOURCES	Create an online resource directory of Portuguese language resources that exist in communities and that could supplement in-school language learning.
5.13	COMMUNITY CENTERS	Create a program of Portuguese language and cultures activities and classes that can be incorporated at community centers.
5.14	STUDENT RECOGNITION	In collaboration with students, parents, and community, design and launch a suite of PreK-16 student recognition programs, including the Seal of Biliteracy and Pathways to Biliteracy to recognize and showcase student achievements in Portuguese language and cultures.



# SUMMARY OF STRATEGIC GOALS & RECOMMENDATIONS



## 6.0 PROFESSIONAL LEARNING & LEADERSHIP

Provide strategic guidance/support to schools, districts, communities, and partners to establish and sustain high quality Portuguese language education programs and improve the quality of classroom in-

#	Focus	Recommendation
6.1	PROFESSIONAL DEVELOPMENT FRAMEWORK	Develop or adopt and disseminate a common professional development framework to develop the highest quality Portuguese language and cultures teachers and administrators who are prepared to engage high achieving and joyful 21st century language learners.
6.2	PROFESSIONAL LEARNING	Provide coherent, comprehensive, and ongoing professional preparation and support using multiple platforms (in person, online, blended), based on well-defined standards of practice, aligned to our PD Framework, and designed to create educator professional learning communities and networks to implement a powerful vision of excellent Portuguese language and culture teaching and learning for all students and to support best practices, research, policies, and materials/resources.
6.3	DEMONSTRATION SITES/ MENTORING	Design and launch a Portuguese language/cultures program demonstration site mentor process that pairs aspiring schools/districts with schools/districts that have established high quality, successful models/programs.
6.4	MENTORING	In collaboration with our partners, design and implement a statewide Portuguese language mentor/apprentice program that provides opportunities for more novice teachers of Portuguese language/cultures to receive assistance and guidance from more expert teachers.
6.5	CERTIFICATION	In collaboration with IHEs, the California World Language Project, and the Commission on Teacher Credentialing, create a platform for the training and certification of teachers of Portuguese.
6.6	CONFERENCES & EVENTS	Organize an annual statewide professional development conference as well as regional/local (monthly, quarterly, and/or annually) events that provide timely and relevant professional development as well as opportunities for networking.
6.7	LEADERSHIP INITIATIVE	Convene the leadership across the diverse Lusophone communities to develop a set of commitments and agreements designed to strengthen relationships and connections and to create a unified approach for moving forward on behalf of a united Portuguese language community. As part of this convening, establish a strategy for identifying and mentoring emerging leaders within the Portuguese-speaking community.

# SUMMARY OF STRATEGIC GOALS & RECOMMENDATIONS



## 6.0 PROFESSIONAL LEARNING & LEADERSHIP (Continued)

#	Focus	Recommendation
6.8	CAPACITY & SUSTAINABILITY	Identify values-driven, principles-based, and data/research informed practices and resources that significantly increase our capacity to implement and support powerful Portuguese language and cultures models/programs.
6.9	LANGUAGE DIVERSITY	Organize a convening to explore language diversity within the Portuguese diaspora and to expand our own understanding of and support for the linguistic diversity of our communities.

# SETTInG THE COURSE



# INTRODUCTION



## *Building on Our Assets & Aspirations*

The Portuguese community in California has many assets upon which to build its future successes. With a leadership committed to the success of all its members and the nurturing of a respectful and collaborative culture, we are poised to experience transformational changes. Stakeholders have expressed their appreciation for the openness and transparency of this planning process.

Especially notable is our focus on our young people. This includes support for robust instructional programs, professional development, and family/community education. Issues of alignment are being discussed as a way of strengthening results. There is palpable energy and enthusiasm about what is possible. Young people themselves are taking up a much more visible role in determining their own futures and in voicing their perspectives. Educators, business leaders, and community leaders are thinking deeply about their roles and responsibilities in this new era. The idea of what constitutes a powerful future for our communities is being re-envisioned, and multilingual learning opportunities, the arts, technology, and much more are now being surfaced as essential for global competitiveness. There is growing excitement about the possibility that by committing to the expansion of quality Portuguese language and cultures support we may be moving to enhancing the present and future well-being of our entire Portuguese community.

## *Envisioning the Future*

Imagine all heritage students from Portuguese speaking countries in California, upon graduation, academically successful, as well as fluent and literate in Portuguese and English. It's happening now for some students. What **PORUGUESE BEYOND BORDERS** strives to accomplish is to expand these opportunities for heritage students and to extend these benefits in a broad manner to non-Portuguese heritage students as well.

The Portuguese community in California is on the cusp of a major, ground breaking effort to design an overarching plan for a new approach to nurturing our Portuguese language and cultures, one that provides multiple pathways for engaging all our community in high level multilingual learning opportunities that prepare them for success in a global, 21st century environment. Named **PORUGUESE BEYOND BORDERS**, this plan strives to ensure that all members of our extended community are fully included in coherent, connected, and powerful learning by providing guidance to our schools and community about how best to serve our community. It addresses the educational success of Portuguese heritage students in a comprehensive manner that builds on their languages, cultures, experiences, skills, and resources to graduate them prepared for success in college, career, and the global world.

It also addresses the needs of other sectors of our community so that we can all experience a resurgence in the viability of our language and cultures as the heart of our heritage and future both. As a fundamental approach to creating this plan, we have committed to a process of community engagement, with the anticipation that relationships among and across a most diverse group of stakeholders will be



# TAKING UP THE CHALLENGE



strengthened, and ownership of the issues will result. This monumental and innovative effort to move our community to the forefront of powerful and transformative leadership creates a unique opportunity to make an incredible and sustainable impact for the Portuguese communities in California: students, families, schools, and community.

## *Taking Up the Challenge*

In the preface of international human and linguistic rights advocate Tove Skutnabb Kangas's book, *Multilingual Education Works*, Adama Ouane, Director of the UNESCO Institute for Lifelong Learning, says:

The challenge that education systems now face is to provide quality education that takes learners' needs into consideration, whilst at the same time balancing these with contemporary social, cultural and political demands. A multilingual educational approach, in which language is recognized as an integral part of a student's cultural identity, is an important factor for inclusion, participation and democracy. It promotes respect, tolerance and equality for others. Educating "in and for diversity" teaches us how to live together. It also enables us to develop new ways of learning to do, learning to know and learning to be based on pluralism, mutual understanding and respect, democratic relationships and fundamentally human values. It is for these reasons that it should be recognized as a crucial part of all educational systems.

For this and many other reasons, **PORTUGUESE BEYOND BORDERS** provides an opportunity to adopt a broader and more aspirational vision of what might be a powerful future for the Portuguese community in California. As we take up this challenge, we will build and deepen partnerships and collaborations, exploring possibilities together about how to best invest in our future through building our multilingual capacities, with a strong focus on expanding Portuguese language skills. Through our collective effort, we will build on our experiences to move into a new arena. This collaboration will provide many opportunities for leaders, teachers, students, parents, and community partners to share their practice, learn from one another, and together, engage in innovative design of 21st century pathways for everyone's success.

The time is right for us to move forward. Our young people need for us to provide them with an education that prepares them for a global economy, and this plan will guide our efforts to prepare our youth to become global citizens who are not limited by the boundaries of their neighborhoods. They live in a global world that requires high levels of competency in multiple languages, as well as the language of technology, in order to be able to navigate it with ease and to develop deeper understanding of the world's economic, social, and political issues. We need to be able to prepare them for that world. We need to be able to walk our talk and live our values. In a similar vein, our families also need support in growing their resources, grounded in a love and respect for their linguistic and cultural heritage. **PORTUGUESE BEYOND BORDERS** addresses both strategic challenges.

# CREATING A STRATEGIC PLAN



## *Creating a Strategic Plan to Make Strengthen Our Linguistic & Cultural Heritage and Impact*

In response, we have created **PORTUGUESE BEYOND BORDERS** to ensure that our entire California community is prepared to succeed in a globalized 21st century world. **PORTUGUESE BEYOND BORDERS** needs everyone's input and support to become a sustainable and integrated aspect of how we do business in California and beyond. This is transformative and innovative work!

Our overarching goal is to design a new Strategic Plan that reflects our new vision and that guides us in keeping our commitments. This plan will guide our efforts to prepare our young people to become global citizens. After all, the world has changed:

- F Economies are more interdependent and more connected to international trade.
- F American society is more diverse.
- F Global challenges are more complex, calling for coordinated global responses. Such timely responses require an understanding of different languages and cultures to facilitate communication.
- F Multilingual competence enhances overall academic achievement: Learning additional languages makes us smarter, more cognitively flexible, and more creative.
- F Technology has shrunk the vast distances between continents and time zones so that instantaneous communication is now possible, no matter the geographic divides.

To prepare our youth for these realities, the education we provide them must help them learn languages of the world, including their own, respect for other cultures and languages, and knowledge of the world geography, history, current events, and cultures that give life and are the context in which these languages are used. And we can only do this when we also strengthen our families and communities, ensuring that they are all firmly grounded in their Portuguese heritage and culture and able to use these strengths to build strong and healthy families and communities.

California is the right place to advance a cutting edge strategic plan that innovates, inspires, and re-imagines what is possible for our Portuguese communities. Through this new strategic plan – **PORTUGUESE BEYOND BORDERS** –, we will model for Portuguese communities everywhere what it means to prepare for the global world of today.



# OUR JOURNEY



To this end, a broad group of stakeholders was established with representation from educators, students, business and civic leaders, and the community. These groups met to obtain, review, and assess multiple sources of information to guide the development of a plan of action. This Strategic Plan will serve to implement a variety of experiences, programs, and initiatives designed to strengthen our communities and to leverage our resources.

We have an opportunity to make incredible and sustainable impact for our Portuguese communities and for the larger society. Based on research, best practice, and overwhelming evidence, we are optimistic that **PORTUGUESE BEYOND BORDERS** will yield positive results and outcomes and reach far beyond what we can imagine today.

Our cutting edge work will build on our collective knowledge and research on the power of language and culture to transform lives. **PORTUGUESE BEYOND BORDERS** is an opportunity to build leaders for innovation and utilize our collective strengths, resources, and intellectual understandings to design and implement what promises to be a national model of excellence.

## *In the Beginning*

In the fall of 2017, Diniz Borges and Duarte Silva approached strategic planning consultant Francisca Sánchez to conduct a preliminary conversation about the current state of the Luso American Education Foundation and other connected Portuguese-focused community organizations and the perceived need for a strategic plan that would unify the Portuguese community/organizations in California, focus the collaborative work more tightly, and strengthen the present and future impact on the Portuguese community and the broader surrounding society. The resulting proposal set out a five-phase strategic design process, based on deep and extensive community engagement, to design a new visionary and strategic plan.

## PHASE 1: ASSESS CURRENT STATE

Whenever we start a planning process, we always want to ground the work in the current state. We need to know what IS in order for us to accurately be able to plot our path to our desired future. We did this in part by reviewing existing information contained on organizational websites, documents, initiatives and the like, as well as engaging key leaders in conversations about related history and current plans.

## PHASE 2: ENVISION THE FUTURE WE WANT FOR OUR COMMUNITY

The focus of Phase 2 is to envision the future that we want for our community. This stage involved convening several community forums and focus groups in January and February 2018 to explore stakeholders' hopes for the future, identify key values and beliefs, and gauge stakeholder confidence levels regarding our ability to make those hopes a reality.

# OUR JOURNEY



## PHASE 3: DESIGN THE NEW STRATEGIC PLAN

Phase 3 is about broad-based engagement of the community, ownership of the process and the results, and development of a common understanding of the vision and direction. Our strategy for doing this was to organize a two-day stakeholder convening in March 2018 to kick off the design work. Students, leaders, parents, and community members were invited to become part of the stakeholder design team. They were oriented to the strategic plan design process and the stakeholder roles/responsibilities, and designed a set of core fundamentals: vision, mission, values/beliefs, principles, and strategic goals.

The stakeholder group also developed specific recommendations and actions for each of the identified strategic goals. These recommendations and actions defined what we would need to implement to move us from where we are currently to where we say we want to be, based on our vision statement.

The stakeholders met again in April 2018 to complete the work begun in March. Because of the team's strong work, we were able to develop a plan draft based on (1) assessment of current state; (2) desired future envisioned and supported by the Stakeholder Team; (3) contributions of the stakeholders; and (4) relevant research and expertise.

## PHASE 4: APPROVE AND COMMUNICATE THE PLAN

The final recommendations were approved in April 2018. It is the cause that we want all to rally behind. Every community needs a cause, and ours is the teaching of the Portuguese language and cultures in California.

The final plan containing those recommendations will be formally unveiled at the California Portuguese American Coalition Summit in Sacramento on June 13, 2018, where it will be presented to a group of community leaders and elected officials. Subsequently, the plan will be shared at board meetings of different organizations and community events throughout the State of California with the goal that different organizations and stakeholders will embrace different recommendations and take the lead on key actions to implement them. As we unveil and share the plan the approximately 200 stakeholders who contributed to its development should clearly notice their perspectives, contributions, and recommendations throughout the document.

## PHASE 5: DESIGN IMPLEMENTATION PLANS FOR ACTION

In order to move the plan to action, key staff will need to develop common sense work plans that allow us to live our values and passions, that allow us to walk our talk. This is a commitment to do the hard work that needs to be done to move everyone along, to change the way we work, and sometimes, to change the work we do. A powerful place to start is by identifying project leads or managers for each component of the plan, committed stakeholders who will in turn convene work teams to first develop the work plans and then engage them and others in implementation.



## BEYOND THE PLAN



By itself, this plan is just that --- a plan. It calls for the design of actionable implementation plans, with diverse and interdependent teams taking responsibility for moving the work forward so that progress is continuous until the big goal is achieved. These implementation teams must operate within a structure that facilitates coordination of the work, that empowers team leaders and members to act, that expects teams to regularly assess their progress and process and adjust as necessary, and that places their work in the public eye so that the community feels a part of the work and feels ownership of the results.

Our journey unfolds as we strive to believe that large-scale success is possible, envision clearly that success, and then create that success by inspiring achievement.

# OUR THROUGH LINES



**PORTUGUESE BEYOND BORDERS** features several through lines that we should expect to see across California as basic characteristics that our community is able to recognize, describe, and promote as hallmarks of quality:

## *PreK - 16+ Coherence*

Community members should expect a seamless journey beginning with joyful preschoolers, moving to become multilingual/multicultural elementary, secondary, college, career, and globally ready graduates with multiple post-secondary options, and culminating in life-long learning opportunities for community members of all ages. We plan, coordinate, and align our initiatives, programs, and practices within and across age spans/subject areas to promote Portuguese language and cultural excellence.

## *Global Approach*

Community members should expect all projects and initiatives to reflect the demands of an interdependent, global, knowledge-based, creative-age society and economy. This includes the incorporation of technology as a key component of our work, and the development of high levels of multiple literacies, including biliteracy, to prepare our youth for the globalized 21st century world where Portuguese plays a prominent role.

## *Quality & Committed Leaders*

Community members should expect expert leaders who are focused on improving engagement, achievement, and global success for our community using powerful practices, including frequent collegial collaboration and inquiry. Leaders should engage in continuous learning to become more expert and successful and should seek to support emerging youth leaders.

## *Values-Driven, Principles-Based, Research-Informed Programs & Practices*

Community members should expect that our initiatives, programs, and practices reflect our values and principles, and are supported by the existing research on effectiveness. Our highest priority programs are those that have been shown to have the highest likelihood of helping us reach our strategic goals.



# OUR FUNDAMENTALS



## *Framework for Success*

In order for us to successfully implement **PORTUGUESE BEYOND BORDERS** it is helpful to have in our hands an explicit map of the territory we intend to traverse. This map, or framework, helps makes visible the territory of systemic and sustainable success. Our framework for success redefines reform: For us, successful reform means optimizing the conditions that manifest high quality operations fostering transformative leadership practices that result in a thriving and connected community where all members are able to function at high levels in Portuguese and use their cultural knowledge to positively impact their families, communities, and broader society. The **PORTUGUESE BEYOND BORDERS** Fundamentals combine to give us a picture of what it will take for us to achieve this overarching goal.

## *Our Commitments*

Our focus for the new Strategic Plan is on ensuring that all our communities are prepared for success in the global 21st century world. That means we'll need to think seriously about how we incorporate innovative, creative approaches that build on our Portuguese language, cultures, experiences, skills, and resources for success in the global world of today. As a fundamental approach to creating this plan, a diverse group of stakeholders will be engaged, relationships will be strengthened, and ownership of the issues will result.

## *A New Leadership Strategy*

**PORTUGUESE BEYOND BORDERS** represents our new leadership strategy for dramatically improving outcomes for the Portuguese community in California. To make this understandable to the broader community, a good plan tells a story about the organization --- where it's headed and how it plans to get there. An important part of telling that story is helping our constituents understand who we are. What's our identity? We call this core set of descriptors our **PORTUGUESE BEYOND BORDERS** Fundamentals.

These form both the foundation and the heart of our work. They support our work as community leaders and members. What is our identity with regard to Portuguese language and cultures? How do others know what we stand for? We all have our own answers to these key questions, but to be sure that we have common answers, we need to be clear and explicit about our Fundamentals. Based on the input from the community forums and focus groups, a set of Fundamentals was drafted. These were then vetted with the broad-based stakeholder team that met in March and April, who refined and approved them.

- F** Vision/Mission
- F** Values & Beliefs
- F** Principles
- F** Strategic Goals

# OUR FUNDAMENTALS



## Our Vision

Portuguese Beyond Borders  
Inspiring Language, Culture, Heart, & Community

## Our Mission

CREATE and support intense and powerful programs and services designed to promote Portuguese language, culture, identity, and community.

INSPIRE our community to re-imagine what is possible in these areas.

ADVOCATE for public and educational policies that support our vision of Portuguese language and cultures as powerful players on the world stage.

## Our Values & Beliefs

We know that values and beliefs are central to any organization, but how do we define values? In the simplest terms, values are those things that are most important to us, whether we're an individual or an organization. Although we don't always clearly articulate our values or beliefs, every behavior or decision reflects a value or a set of values. Sometimes, our behaviors and decision-making don't reflect the values we believe we have. Being clear about what our values are and communicating these to ourselves and others helps us stay true to those values in our daily personal and professional lives.

In an organization, values are particularly important because they form the foundation for the organization's vision and mission and its strategies, decisions, and actions. When everyone within an organization has shared values/beliefs, these can become an essential tool not only for making judgments and decisions, but also for determining what the outcomes of that decision-making might be and for deciding which of many alternatives or options we should take.

After considerable conversation about our current realities and the nature of a globalized 21st century environment, we have established a set of six values that form the foundation for our efforts and that reflect the our most inspired sense of identity. Our stated values are a reminder to stakeholders and a message to everyone else of what we stand for. As such, we will rely on these six key values to guide our future work.

## IDENTITY & CULTURAL CHARACTER

We celebrate and value our unique Portuguese IDENTITIES and CULTURES and acknowledge that each of us has multiple diverse identities. These identities define and liberate us, connecting us to a larger world. We support each other, our youth, our families, and our communities in fully developing these identities as essential to our growth, like so many other immigrant peoples, as powerful, hard-working, proud, and resilient human beings within a cultural community.



# OUR FUNDAMENTALS



## CREATIVITY, INNOVATION, & INVESTMENT

We value and promote **CREATIVITY** and **INNOVATION** that derive from knowledge, skills, and experiences that are designed to strengthen the learning and teaching of the Portuguese language and cultures. We are committed to motivating ourselves and others to **INVEST** in and expand on our collective ideas to bridge our communities.

## MULTILINGUALISM, MULTICULTURALISM, & GLOBAL COMPETENCY

We value the power of **MULTILINGUALISM**, **MULTICULTURALISM**, and **GLOBAL COMPETENCY** and acknowledge these as individual, community, national, and global assets. Language and culture become passports that allow us to navigate multiple perspectives, strengthening relationships across and within communities. When we achieve proficiency in two or more languages, not only do we benefit individually, but our families and communities benefit as well. Those benefits are transforming the way that human beings relate to one another.

## COLLABORATION & COOPERATION

We value **COLLABORATION** and **COOPERATION** for the short term and long term benefits they bring to our community and our endeavors. They provide us with the opportunity to learn about the perspectives of others and develop an appreciation of our common and diverse values. Through collaboration, we can create innovative solutions built on common ground that lead to community (common + unity).

## FAMILY & COMMUNITY

We value and promote **FAMILY** and **COMMUNITY** as the cornerstones of our strength as a people. We work diligently to uncover, acknowledge, and make visible the linguistic, cultural, and other resources that reside within diverse families and communities. As a community, we build connections and relationships, especially as these are expressed through language and culture. We incorporate these resources into our educational endeavors, and we work as partners with all families and communities to enhance family/ community engagement and leadership.

## ADVOCACY-ORIENTED LEADERSHIP

We value the role and power of **ADVOCACY** to keep our communities strong and viable in an ever-changing world. We strive to nurture **LEADERSHIP** at all levels, and ignite a sense of passion, motivation, and responsibility within our communities. We support the promotion of Portuguese language and cultures to strengthen the bond across generations. We encourage activism and involvement in the local government and causes for the community's long-term benefit.

## *Our Principles*

To support our vision of success, we identified a set of principles that operationalize our values. These principles serve as guidelines for our work with schools, communities, and partner organizations. They define how we design and implement our priorities and initiatives, how we make decisions, and how we deal with repetitive patterns of negative thinking and doing that surface as barriers and obstacles.

# OUR FUNDAMENTALS



## PASSION, EMPOWERMENT, & PROFESSIONALISM

We experience enthusiasm and encouragement as evidenced by our excitement and joy in what we do every day. We strive to inspire ourselves and others to transformative action. Our behavior reflects pride, motivation, empowerment, and professionalism through involvement and providing superior service to all. We are encouraged to act in the best interests of our students, staff, and community, as guided by our values, vision/mission, and theory of action.

## LEADERSHIP MINDSET

Internally, advocacy-oriented leadership requires that we institute organization-wide mechanisms to focus all stakeholders on the diverse multilingual and multicultural needs and assets of each specific group we serve. We organize, coordinate, and integrate our programs and services to respond systemically to the needs and strengths of our stakeholders. Externally, we advocate to impact public and educational policies on the local, state, national, and world level to promote our organizational vision, aligning our efforts and partnering with others to maximize our potential impact.

## IMPACT

Through the design and implementation of our programs and services, we strive for maximum positive impact on increased capacity, learning, and success. In the planning and design of our programs and services, we consider from the outset how we will determine the degree to which participants implement what they learn, and the degree to which implementation of participant learning impacts student learning and success. By design, we incorporate mechanisms into our professional learning processes and resources to substantiate the empirical link between professional learning and student achievement.

## CLARITY, TRANSPARENCY, & TRUST

We strive to be clear in our communications and transparent in our decision-making and behavior in order to promote respect, trust, and confidence. We avoid oversimplification. We involve the stakeholders and partners most impacted by decisions from the beginning. The way we plan and design together reflect the respect we hold for each other. Our decisions, interactions, and communications are characterized by honesty, transparency, and collaboration. Our communications clarify, challenge, and never confuse.

## OUT OF THE BOX LEARNING

We are active learners even as we seek to educate. Learning requires risks. Mistakes are inevitable, but by staying focused, engaged, and accountable, we identify and avoid repeating our mistakes in the future, instead using them as opportunities for learning and growth. We adjust our strategies and tactics as new data become available, constantly learning from our mistakes and successes. We use quality improvement processes to effectively monitor, evaluate, improve, or remove initiatives.

## VALUE ADDED

Our programs, services, and products/resources add value to what already exists and empower users and stakeholders by expanding their capacity to impact the teaching and learning of powerful world lan-



# OUR FUNDAMENTALS



guages and global competency. Our programs, services, and products/resources empower people to try new things and to use resources in inventive new ways. In anticipation of possible issues and concerns, we provide users enough information, so they can repair, modify, correct, and adjust based on their local contexts. We encourage users to take risks by enabling them to do things they never thought they could. Not all activities/resources provide the same impact. We decide what's most important in our programs/services and make those things easy to find and use.

## COMMITMENT

If we say we value an outcome, we place it as a priority and target resources to fully implement and accomplish it. To ensure high levels of engagement and success, we align and prioritize adequate resources to support the adopted initiatives.

## *Our Strategic Goals*

Based on our review of the current status of the Portuguese communities in California, the requirements of the 21st century, the research and evidence related to the most successful change initiatives, and the desires voiced by staff, students, and parents and community members, we endorse the following overarching strategic goals. These six goals will form the framework for the powerful and sustainable transformation of the Portuguese communities in California.

### 1. ORGANIZATIONAL INFRASTRUCTURE & SUSTAINABILITY

Design and implement an infrastructure to support and communicate our identity and strategic work and facilitate strategic plan implementation, progress monitoring, assessment of effectiveness, and sustainability.

### 2. STUDENT, FAMILY, & COMMUNITY ENGAGEMENT

Engage students, families, and communities in powerful multilingual/multicultural learning, collaboration, leadership, and advocacy in support of Portuguese language and cultures.

### 3. ADVOCACY

Expand our legislative, policy, and legal advocacy efforts in support of dramatically improving access to powerful Portuguese language/cultures programs for all students PreK-16, as well as for the broader community.

### 4. POWERFUL PARTNERSHIPS

Establish and sustain powerful partnerships that support and expand our strategic reach, influence, and impact.

# OUR FUNDAMENTALS



## 5. PROGRAMS, SERVICES, & RESOURCES

Dramatically improve access to and participation in powerful high quality PreK-16 Portuguese language/cultures programs designed to promote multilingualism, multiculturalism, and global readiness for every student and for our community.

## 6. PROFESSIONAL LEARNING & LEADERSHIP

Provide strategic guidance/support to schools, districts, communities, and partners to establish and sustain high quality Portuguese language education programs and improve the quality of classroom instruction and interaction.

4

# STRATEGIC GOAL RECOMMENDATIONS & ACTIONS



**PORTUGUESE  
BEYOND  
BORDERS**  
INSPIRING LANGUAGE, CULTURE,  
HEART, & COMMUNITY

# INTRODUCTION



**PORTUGUESE BEYOND BORDERS** sets out the guidelines for how we will serve our community. It includes a comprehensive set of recommendations and accompanying actions for enacting our overarching goal of ensuring that every member of our community be prepared to succeed in a globalized 21st century world that prioritizes multilingual/multicultural skills, especially Portuguese language and cultures. These recommendations, which emerged from our stakeholders as well as from the most current research about change initiatives, are far-reaching and include a range of actions that build on the good work already happening across California.

We recognize that implementation of **PORTUGUESE BEYOND BORDERS** will require a major transformation of our priorities, policies, and practices. The recommendations and actions provide a blueprint for realizing our vision of success for our community and include short term, medium term, and long-term actions.

Because a recommendation or action appears in **PORTUGUESE BEYOND BORDERS**, it is not meant to imply that some aspects of that work are not already in place. Rather, an attempt has been made to ensure that the recommendations, when taken as a whole, paint a picture of the community we strive to become. As the implementation plans are developed, each action will acknowledge the current state related to that action and how the action steps will build on what already is working well.



# STRATEGIC GOAL #1



## ORGANIZATIONAL INFRASTRUCTURE & SUSTAINABILITY

Design and implement an infrastructure to support and communicate our identity and strategic work and facilitate strategic plan implementation, progress monitoring, assessment of effectiveness, and sustainability.

### I.1 ORGANIZATIONAL STRUCTURE & LEGACY

Leave a legacy of transformative change and empowerment that includes as one of its major achievements the unification of the various Portuguese organizations and communities in active support of our strategic plan for the benefit of all. To this end, determine and put in place the most appropriate organizational structure (i.e., coalition, community-based organization) for the work that is envisioned.

### I.2 STRATEGIC PLAN

Create a Strategic Plan with detail for year 1 (2018-2019) and update the plan each year. As part of this plan, address the teaching of Portuguese as a Global Language.

### I.3 ACTION PLANS

Create a detailed action plan for each strategic goal, specifying actions and steps, timelines, persons responsible (owner, action lead, action team members), key milestones, and resources allocated.

### I.4 ONLINE PROJECT MANAGEMENT SYSTEM

Implement an online project management system to manage, track, monitor, and assess implementation of the action plans, and to facilitate just-in-time communication, articulation, collaboration, and alignment among action team members.

### I.5 ORGANIZATIONAL CULTURE OF CONTINUOUS IMPROVEMENT

Identify and implement a coherent strategy that builds an organizational culture of quality service, unity, support, perseverance, leadership, community, and accountability. As part of this effort, create tools and protocols for our leadership to engage in reflection on and assessment of fidelity to our fundamentals, progress on our action plans, and responsiveness to changing/evolving strengths, opportunities, and challenges.

### I.6 RELATIONSHIPS, ROLES, & RESPONSIBILITIES

Strengthen and clarify expectations for and roles of the leadership team and identify and provide specific strategies and services to better support Leadership Team members in actively and successfully carrying out their responsibilities and maintaining positive relationships with each other.

### I.7 STAFFING

Implement a staffing plan consisting of advisors, consultants, supporters, and board members/leadership council to effectively carry out our activities.

# STRATEGIC GOAL #1



## I.8 FISCAL/FUND DEVELOPMENT

Develop and implement a fund development strategy (i.e. grants, donors, sponsors, advertisers) to grow our fiscal resources sufficiently to fund our strategic plan activities and make us a fiscally healthy and sustainable organization.

## I.9 COMMUNICATIONS/ MARKETING

Design and implement a comprehensive communications/marketing plan, including social media, that strengthens our presence, influence, and impact. Ensure that this plan addresses the following:

- F A campaign to show the importance of Portuguese in the economy and workforce.
- F Efforts to create intergenerational opportunities that showcase the use of Portuguese.
- F Informational campaigns to promote and make visible our services, programs, and resources.
- F Informational campaigns to publicize our commonalities across diverse Portuguese-speaking communities and groups and to promote unity that respects diversity.
- F Saturation of Portuguese language signage and announcements in public events, venues, and institutions.
- F Showcasing of Portuguese American media and arts.



## STRATEGIC GOAL #2



### STUDENT, FAMILY, & COMMUNITY ENGAGEMENT

Engage students, families, and communities in powerful multilingual/multicultural learning, collaboration, leadership, and advocacy in support of Portuguese language and cultures.

#### 21 FAMILY & COMMUNITY ENGAGEMENT PROGRAMS

Implement strong multimedia/multiplatform family and community engagement programs that build leadership capacity and that value and draw upon community funds of knowledge to inform, support, promote, and enhance Portuguese language/cultures teaching and learning.

#### 22 UNITY INITIATIVE

Design actions to connect and integrate the local Lusophone communities by engaging in collaborative activities and projects to raise awareness and tolerance for our differences as well as recognition of our commonalities.

#### 23 STUDENT VOICES

Launch a student voices campaign to promote the benefits of multilingualism generally, and Portuguese language learning specifically.

#### 24 COMMUNITY CULTURAL COMPETENCE

In partnership with community organizations and associations, create community-wide cultural events designed to expand the community's cultural competence.

#### 25 PORTUGUESE ONLINE CENTERS

Create online center programs to promote the Portuguese language and the cultures, and to reach rural communities throughout the state and metropolitan areas with very small communities of immigrants or descendants from Portuguese speaking countries.

# STRATEGIC GOAL #3



## ADVOCACY

Expand our legislative, policy, and legal advocacy efforts in support of dramatically improving access to powerful Portuguese language/cultures programs for all students PreK-16, as well as for the broader community.

### 3.1 POLITICAL ENGAGEMENT

Develop a strategy for garnering political support, including:

- F Developing a political platform and issues positions.
- F Identifying key political positions that are potentially available for a Portuguese-friendly candidate.
- F Supporting our own political candidates at the local and state levels.
- F Communicating with our community about opportunities for political and civic involvement and advocacy.
- F Sponsoring an annual "Day on the Hill" in Washington, D.C. and Sacramento.

### 3.2 LEGISLATIVE ADVOCACY

Through strengthened partnerships with other community-based and advocacy organizations, support legislative efforts to improve language learning policy and practice, and align policy and practice to our vision/goals.

### 3.3 ADVOCACY TRAINING

Conduct advocacy training and provide topic-specific talking points for different groups: students, parents, educators, and community members. Organize meet and greet sessions with legislators and other civic leaders.

### 3.4 CONFERENCE ADVOCACY OPPORTUNITIES

Create specific advocacy opportunities at the annual conference, including strategically inviting influential administrators; showcasing a range of powerful speakers/advocates; organizing strategic networking; and soliciting conference sponsors/underwriters who can expand our reach and influence.

### 3.5 LOCAL ADVOCACY

Design tools, protocols, and processes to support students, teachers, and families/community members in advocating more effectively at school and district levels for coherent PreK-16 Portuguese language and cultures programs.

### 3.6 STUDENT ADVOCACY

Establish a network of high school and university Portuguese clubs to support increased student Portuguese proficiency, cultural competency, self-advocacy, and leadership.

### 3.7 AMBASSADORS

Identify, train, and deploy student and parent ambassadors to work with other parents and community members/ organizations for the purpose of garnering support for coherent PreK-16 Portuguese language/cultures education.



## STRATEGIC GOAL #3



### 3.8 PUBLICATIONS & RESEARCH

Coordinate research and development related to Portuguese language/cultures/ education to expand our knowledge base, enrich our practices, demonstrate our expertise, and help our stakeholders and partners translate research and data to actionable practice.

### 3.9 HERITAGE & CONTRIBUTIONS

Organize an online multimedia compendium of resources that can be used in school, district, university, and community programs to address the heritage, historical contributions, and contemporary impact of immigrants and descendants of Immigrants from Portuguese Speaking Countries in California and US history.

# STRATEGIC GOAL #4



## POWERFUL PARTNERSHIPS

Establish and sustain powerful partnerships that support and expand our strategic reach, influence, and impact.

### 4.1 MULTILINGUAL LEARNING COLLABORATIVE

Explore state, national, and international interest in establishing a Portuguese Language & Cultures Collaboration based on a collective impact model.

### 4.2 STRENGTHEN & EXPAND PARTNERSHIPS

Formalize/continue partnership agreements with existing partners and specify collaborative activities/projects. Identify new partnerships that add value to our work, and specify the collaborations we plan to undertake for mutual benefit.

### 4.3 PARTNER LIAISONS

Assign Leadership Team members as representatives/liaisons to each partner organization to facilitate mutual communications, collaboration, and promotion.

### 4.4 PARTNER CAPACITY

Design and roll out a professional development strategy for engaging partners in effectively and compellingly understanding, communicating, and enacting our vision, values, and priorities.

### 4.5 IHE PARTNERSHIPS

Identify key IHEs statewide that can support the promotion of Portuguese language and cultures as well as post-secondary success for our students. Ensure that we collaboratively standardize a path for transfer of students' high school Portuguese experience to college.

### 4.6 BUSINESS PARTNERSHIPS

Establish a strategy for expanding our business partnerships and sponsorships in ways that support our strategic recommendations and actions.

### 4.7 CIVIC CONNECTIONS

Identify key civic (city/town/county/state) events and celebrations and promote the inclusion of a cultural component from Portuguese Speaking Countries.

### 4.8 PORTUGUESE HALLS

Work collaboratively with local Portuguese leadership to transform Portuguese halls into community centers for Portuguese with public and community services.



# STRATEGIC GOAL #5



## PROGRAMS, SERVICES, & RESOURCES

Dramatically improve access to and participation in powerful high quality PreK-16 Portuguese language/cultures programs designed to promote multilingualism, multiculturalism, and global readiness for every student and for our community.

### 5.1 ACCESS & PARTICIPATION

Increase the number of PreK-16 students, including students from all ethnicities and cultural backgrounds, English Learners, and students with special needs, participating in Portuguese language pathways designed to lead to multilingual proficiency, high academic achievement, global competency, and the Seal of Biliteracy.

### 5.2 MULTILINGUAL EXCELLENCE

Showcase excellence in Portuguese language and cultures programs to promote multilingualism for all California students and support for multilingualism among parents, educators, and policymakers. As part of this effort, promote and showcase the Seal of Biliteracy and Pathways to Biliteracy for Portuguese throughout California.

### 5.3 STRENGTHEN AND EXPAND EXISTING PORTUGUESE LANGUAGE/CULTURES PROGRAMS.

Assess the quality and comprehensiveness of existing Portuguese language/cultures programs and act to strengthen and expand these programs so they represent models of PreK-16 quality programs.

### 5.4 LANGUAGE/CULTURE EDUCATION PROGRAM GUIDE

Develop a multimedia guide that defines and explains the different pathways and options for educational institutions to offer Portuguese language and cultures programs that lead to proficient bilingualism, high academic achievement, and global competency. As part of this guide, address issues of:

- F Rationale & Benefits
- F Results & Outcomes
- F Program Design & Planning
- F Implementation & Monitoring
- F Staffing & Professional Development
- F Family/Community Engagement
- F Resources
- F Funding
- F Assessment & Evaluation

### 5.5 EXPANDED LEARNING

Design and launch expanded school day (before/after), school year, and summer Portuguese language/cultures immersion programs. Include a professional learning component for teachers.

# STRATEGIC GOAL #5



## 5.6 FAMILY/COMMUNITY LEARNING OPPORTUNITIES

Create accessible Portuguese language classes for working adults and families. Include recognition of regional varieties of Portuguese and provide access to learning in/through these regional varieties.

## 5.7 ORGANIZE AND MARKET AVAILABLE SERVICES

Establish a system of differentiated supports/services (including online and on demand) for schools, districts, partners, and other clients, where together we co-design powerful Portuguese language/cultures strategic plans, programs, and approaches.

## 5.8 MAKING LEARNING VISIBLE

Create tools, protocols, and processes to make Portuguese language and cultures learning (and the teaching that leads to such powerful learning) public and visible to our entire California community.

## 5.9 PERFORMANCE-BASED ASSESSMENT

Design and promote a robust performance-based assessment system/process to build on language learner strengths, showcase learning accomplishments, and promote acceleration of Portuguese language development, academic success, and global competency.

## 5.10 DESIGNING FOR PORTUGUESE SUCCESS WEBSITE & RESOURCES

Develop an interactive, easy-to-access Designing for Portuguese Success website to access current and relevant information about current research, best practices, policies, available resources, and basic information about powerful Portuguese language and cultures programs, models, and pedagogy.

### 5.11 THEMED ACTIVITY KITS

Design and promote themed activity “in a box” kits that school and community programs can easily implement to engage students in engaging and hands-on Portuguese language/cultures learning.

### 5.16 COMMUNITY LANGUAGE RESOURCES

Create an online resource directory of Portuguese language resources that exist in communities and that could supplement in-school language learning.

### 5.13 COMMUNITY CENTERS

Create a program of Portuguese language and cultures activities and classes that can be incorporated at community centers.

### 5.14 STUDENT RECOGNITION

In collaboration with students, parents, and community, design and launch a suite of PreK-16 student recognition programs, including the Seal of Biliteracy and Pathways to Biliteracy to recognize and showcase student achievements in Portuguese language and cultures.



# STRATEGIC GOAL #6



## PROFESSIONAL LEARNING & LEADERSHIP

Provide strategic guidance/support to schools, districts, communities, and partners to establish and sustain high quality Portuguese language education programs and improve the quality of classroom instruction and interaction.

### 6.1 PROFESSIONAL DEVELOPMENT FRAMEWORK

Develop or adopt and disseminate a common professional development framework to develop the highest quality Portuguese language and cultures teachers and administrators who are prepared to engage high achieving and joyful 21st century language learners.

### 6.2 PROFESSIONAL LEARNING

Provide coherent, comprehensive, and ongoing professional preparation and support using multiple platforms (in person, online, blended), based on well-defined standards of practice, aligned to our PD Framework, and designed to create educator professional learning communities and networks to implement a powerful vision of excellent Portuguese language and cultures teaching and learning for all students and to support best practices, research, policies, and materials/resources.

### 6.3 DEMONSTRATION SITES/MENTORING

Design and launch a Portuguese language/cultures program demonstration site mentor process that pairs aspiring schools/districts with schools/districts that have established high quality, successful models/programs.

### 6.4 MENTORING

In collaboration with our partners, design and implement a statewide Portuguese language mentor/apprentice program that provides opportunities for more novice teachers of Portuguese language/cultures to receive assistance and guidance from more expert teachers.

### 6.5 CERTIFICATION

In collaboration with IHEs, the California World Language Project, and the Commission on Teacher Credentialing, create a platform for the training and certification of teachers of Portuguese.

### 6.6 CONFERENCES & EVENTS

Organize an annual statewide professional development conference as well as regional/local (monthly, quarterly, and/or annually) events that provide timely and relevant professional development as well as opportunities for networking.

### 6.7 LEADERSHIP INITIATIVE

Convene the leadership across the diverse Lusophone communities to develop a set of commitments and agreements designed to strengthen relationships and connections and to create a unified approach for moving forward on behalf of a united Portuguese language community. As part of this convening, establish a strategy for identifying and mentoring emerging leaders within the Portuguese-speaking community.

# STRATEGIC GOAL #6

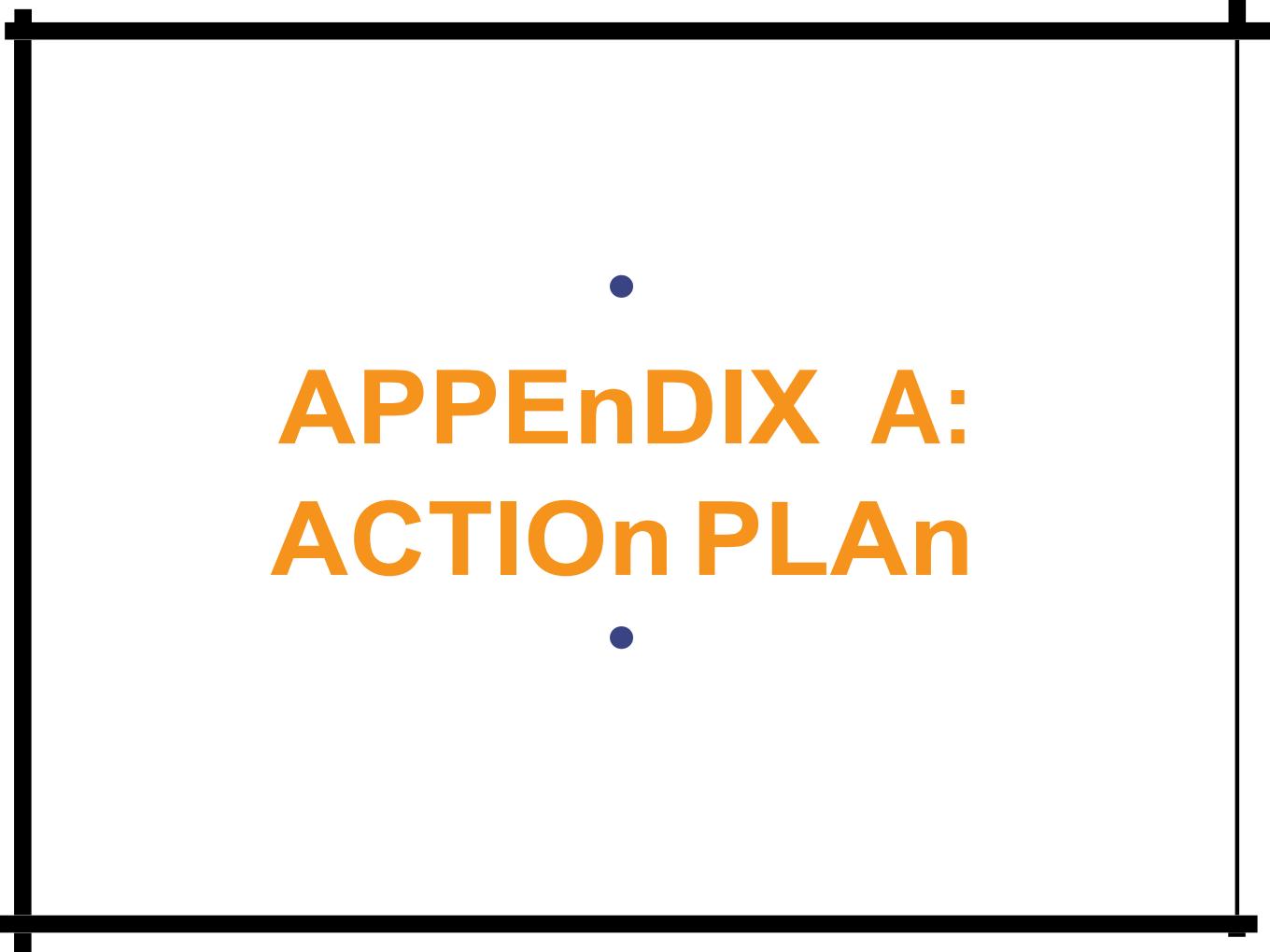


## 6.8 CAPACITY & SUSTAINABILITY

Identify values-driven, principles-based, and data/research informed practices and resources that significantly increase our capacity to implement and support powerful Portuguese language and cultures models/programs.

## 6.9 LANGUAGE DIVERSITY

Organize a convening to explore language diversity within the Portuguese diaspora and to expand our own understanding of and support for the linguistic diversity of our communities.



# APPEnDIX A: ACTIOOn PLAn



**PORTUGUESE  
BEYOND  
BORDERS**

INSPIRING LANGUAGE, CULTURE,  
HEART, & COMMUNITY

# 1.0 ORGANIZATIONAL INFRASTRUCTURE & SUSTAINABILITY

Design and implement an infrastructure to support and communicate our identity and strategic work and facilitate strategic plan implementation, progress monitoring, assessment of effectiveness, and sustainability.



RECOMMENDATION	ACTIONS
<b>I.1 ORGANIZATIONAL STRUCTURE &amp; LEGACY</b> Leave a legacy of transformative change and empowerment that includes as one of its major achievements the unification of the various Portuguese organizations and communities in active support of our strategic plan for the benefit of all. To this end, determine and put in place the most appropriate organizational structure (i.e., coalition, community-based organization	I.1.1 Appoint a Manager of the Plan to work with all community organizations. <ul style="list-style-type: none"><li>• Luso-American Education Foundation to facilitate the coordination through its protocol with the Camões Institute.</li><li>• California Portuguese-American Coalition to facilitate the advocacy and coalition with other community-based organizations, including outreach.</li><li>• Independent consultants (advisors) from all regions of the state to facilitate local community contacts.</li><li>• Consulate-General of Portugal, honorary Consuls, Consulate-General of Brasil, Consulate General of Angola to serve as liaisons with their respective governments. And local entities.</li><li>• IBEC-The Brazilian institute to serve as liaison to the Brazilian community</li></ul>
<b>I.2 STRATEGIC PLAN</b> Create a Strategic Plan with detail for year 1 (2018-2019) and update the plan each year. As part of this plan, address the teaching of Portuguese as a Global Language.	2018-19 <ul style="list-style-type: none"><li>I.2.1 Create and print the entire action plan.</li><li>I.2.2 Present it at the California Portuguese-American Coalition Summit in Sacramento.</li><li>I.2.3 Present it to the Portuguese Prime Minister during his visit in June.</li><li>I.2.4 Meet with Consular entities from Portuguese-speaking countries in California.</li><li>I.2.5 Disseminate the Plan at all major Portuguese-American community venues.</li><li>I.2.6 Meet and present the plan to all Portuguese-American elected officials in California.</li><li>I.2.7 Present the plan to all potential major partners in Portugal and the Regional governments of the Azores and Madeira.</li><li>I.2.8 Have regional forums with local community leaders to present the plan and discuss steps for implementation in their respective areas.</li><li>I.2.9 Present the plan to major companies for possible partnerships.</li><li>I.2.10 Meet with key advisors to the plan three times in 2018-2019—academic calendar year.</li><li>I.2.11 Plan a yearly community forum for the plan at the Luso-American Education Foundation Conference.</li><li>I.2.12 Consolidate the plan by establishing parameters and key leaders, advisors, and supports in all communities.</li></ul>
<b>I.3 ACTION PLANS</b> Create a detailed action plan for each strategic goal, specifying actions and steps, timelines, persons responsible (owner, action lead, action team members), key milestones, and resources allocated.	I.3.1 Create a group to work with management to set up an action plan for each strategic goal that encompasses short and long-term goals and objectives. I.3.2 Identify the community and mainstream organizations in Portugal that can sponsor/provide the needed financial resources.



## 1.0 ORGANIZATIONAL INFRASTRUCTURE & SUSTAINABILITY

Design and implement an infrastructure to support and communicate our identity and strategic work and facilitate strategic plan implementation, progress monitoring, assessment of effectiveness, and sustainability.

RECOMMENDATION	ACTIONS
<b>1.4 ONLINE PROJECT MANAGEMENT SYSTEM</b>  Implement an online project management system to manage, track, monitor, and assess implementation of the action plans, and to facilitate just-in-time communication, articulation, collaboration, and alignment among action team members.	1.4.1 Develop an online management system with <a href="https://asana.com/">https://asana.com/</a>
<b>1.5 ORGANIZATIONAL CULTURE OF CONTINUOUS IMPROVEMENT</b>  Identify and implement a coherent strategy that builds an organizational culture of quality service, unity, support, perseverance, leadership, community, and accountability. As part of this effort, create tools and protocols for our leadership to engage in reflection on and assessment of fidelity to our fundamentals, progress on our action plans, and responsiveness to changing/evolving strengths, opportunities, and challenges.	1.5.1 Create an online forum for managers, advisors, and supporters to exchange ideas and implementation steps. 1.5.2 Create a space during the Luso-American Education Foundation Conference for the leadership to analyze and reflect. 1.5.3 Create a space at the Annual CPAC-Sacramento Summit for the Strategic Plan.
<b>1.6 RELATIONSHIPS, ROLES, &amp; RESPONSIBILITIES</b>  Strengthen and clarify expectations for and roles of the leadership team, and identify and provide specific strategies and services to better support Leadership Team members in actively and successfully carrying out their responsibilities and maintaining positive relationships with each other.	1.6.1 Define roles of all team members. 1.6.2 Establish timelines and online system to continuously update the plan and maintain members in contact with each other.
<b>1.7 STAFFING</b>  Implement a staffing plan consisting of advisors, consultants, supporters, and board members/leadership council to effectively carry out our activities.	1.7.1 Establish a Statewide Leadership Council, with consultants, advisory members, consultants, and utilize the staff and volunteers from the supporting organizations.
<b>1.8 FISCAL/FUND DEVELOPMENT</b>  Develop and implement a fund development strategy (i.e. grants, donors, sponsors, advertisers) to grow our fiscal resources sufficiently to fund our strategic plan activities and make us a fiscally healthy and sustainable organization.	1.8.1 Develop a grant committee to study and put forth proposals for funds from various agencies in the United States Portugal, Brasil as well as partners in the Portuguese-American business world. 1.8.2 Work with the two major fraternal organizations to secure grants to jump-start the plan. 1.8.3 Coordinate with government agencies and look into STAR-TALK funding.

## 1.0 ORGANIZATIONAL INFRASTRUCTURE & SUSTAINABILITY

Design and implement an infrastructure to support and communicate our identity and strategic work and facilitate strategic plan implementation, progress monitoring, assessment of effectiveness, and sustainability.



RECOMMENDATION	ACTIONS
<b>1.9 COMMUNICATIONS/ MARKETING</b> Design and implement a comprehensive communications/marketing plan, including social media, that strengthens our presence, influence, and impact. Ensure that this plan addresses the following: <ul style="list-style-type: none"><li>• A campaign to show the importance of Portuguese in the economy and workforce.</li><li>• Efforts to create intergenerational opportunities that showcase the use of Portuguese.</li><li>• Informational campaigns to promote and make visible our services, programs, and resources.</li><li>• Informational campaigns to publicize our commonalities across diverse Portuguese-speaking communities and groups and to promote unity that respects diversity.</li><li>• Saturation of Portuguese language signage and announcements in public events, venues, and institutions.</li><li>• Showcasing of Portuguese American media and arts.</li></ul>	<ul style="list-style-type: none"><li>1.9.1 Create a website for Portuguese Beyond Borders—a Strategic Plan for the teaching of the Portuguese Language and Cultures in California.</li><li>1.9.2 Create banners and flyers to be distributed at major Portuguese events.</li><li>1.9.3 Build a coalition with Portuguese clubs at high schools and universities to promote the strategic plan and forums about the importance of Portuguese as a world language.</li><li>1.9.4 Build a coalition and promotional strategies with the consulates of Portugal, Brazil, and Angola on California.</li><li>1.9.5 Create an ongoing page in the newspaper Tribuna Portuguesa showcasing successful language programs in California at all levels.</li><li>1.9.6 Create a podcast showcasing Portuguese language educators and Portuguese language programs in the state.</li><li>1.9.7 Create a series of ongoing press releases and promotional kits to be distributed throughout the local press in areas with a strong Portuguese-American presence.</li><li>1.9.8 Create social media pages, Instagram, Facebook, Twitter, etc with the theme Portuguese Beyond Borders.</li><li>1.9.9 Utilize university visits by local high school students to showcase the importance of Portuguese in the business world.</li></ul>

RECOMMENDATION	ACTIONS
<b>2.1 FAMILY &amp; COMMUNITY ENGAGEMENT PROGRAMS</b> <i>Engage students, families and communities in powerful multilingual/multicultural learning, collaboration, leadership and advocacy in support of Portuguese language and cultures.</i> <p>Implement strong multimedia/multiplatform family and community engagement programs that build leadership capacity and that will draw upon community funds of knowledge to inform, support, promote, and enhance Portuguese language/culture teaching and learning.</p>	21.1 Establish tools, blogs, and forums for community outreach on the Portuguese Beyond Borders website. 21.2 Hold regional forums that focus on acquiring input for funding, promotion ideas, and tools and contacts with local schools. 21.3 Organize a cross-cultural network of small scale events that will provide insight and experience of multiple cultural activities in order to enhance multiculturalism in the Portuguese speaking communities. 21.4 Utilize present cultural structures as centers for the promotion of these events (i.e. Folk Dance group TO sponsor a group dance workshop of dances from various Portuguese speaking areas – vira, samba, chamarrita, quizumba, etc. social clubs to sponsor sueca playing workshops).
<b>2.2 UNITY INITIATIVE</b> <p>Design actions to connect and integrate the local Lusophone communities by engaging in collaborative activities and projects to raise awareness and tolerance for our differences as well as recognition of our commonalities.</p>	2.2.1 Promote regional forums that also focus on reflecting the community and constructing the future with outreach to all stakeholders, of all Portuguese speaking countries and all generations. 2.2.2 Reach out to other ethnic communities to get input and ideas on how to bridge all the cultures of a particular language. 2.2.3 Build a theme that is common and a cause that everyone can rally behind. 2.2.4 Organize regional large-scale events that include representation from all Portuguese-speaking cultures and organizations. The target audience would be the general public.
<b>2.3 STUDENT VOICES</b> <p>Launch a student voices campaign to promote the benefits of multilingualism generally, and Portuguese language learning specifically.</p>	23.1 Work with local schools that teach Portuguese and local Portuguese clubs at high schools and at community colleges and universities, interview students, and collect brief testimonial videos on why they took Portuguese. 23.2 Create a blog for students to express their personal reasons for taking Portuguese and discussing pros and cons of the language. 23.3 Identify young Portuguese-Americans who could lead a TV or internet radio show in Portuguese/English about daily issues of Portuguese-American teens in California. 23.4 Under the auspices of the Luso-American Education Foundation or another similar institution, organize a yearly state-wide conference for Portuguese-speaking youth and Portuguese language students. 23.5 Foster the establishment of a student-youth driven network, that will focus on all aspects of Portuguese language and cultures content. (Social media, community groups, cultural exchange events, etc)

## 2.0 STUDENT, FAMILY, & COMMUNITY ENGAGEMENT

Engage students, families, and communities in powerful multilingual/multicultural learning, collaboration, leadership, and advocacy in support of Portuguese language and cultures.



RECOMMENDATION	ACTIONS
<b>2.4 COMMUNITY CULTURAL COMPETENCE</b>  In partnership with community organizations and associations, create community-wide cultural events designed to expand the community's cultural competence.	24.1 Work with existing cultural organizations, halls, etc., to create a cultural kit that contains the basics of the Portuguese culture, and promote these kits at local schools and chambers of commerce.  24.2 Work with local chambers of commerce to develop adult learning tours to Portuguese-speaking countries.
<b>2.5 PORTUGUESE ONLINE CENTERS</b>  Create online center programs to promote the Portuguese language and the cultures, and to reach rural communities throughout the state and metropolitan areas with very small communities of immigrants or descendants from Portuguese speaking countries.	2.5.1 Utilize the Portuguese Beyond Borders website to set up online tutoring, access to programs, community news, podcasts, and other relevant online resources.



### 3.0 ADVOCACY

Expand our legislative, policy, and legal advocacy efforts in support of dramatically improving access to powerful Portuguese language/culture programs for all students PreK-16, as well as for the broader community.

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## 4.0 POWERFUL PARTNERSHIPS

Establish and sustain powerful partnerships that support and expand our strategic reach, influence, and impact.

RECOMMENDATION	ACTIONS
<b>4.1 MULTILINGUAL LEARNING COLLABORATIVE</b> Explore state, national, and international interest in establishing a Portuguese Language & Cultures Collaboration based on a collective impact model.	4.I.1 Work with existing national associations, including AOTP, the Portuguese Group at ACTFL, AATSP, PALCUS, LAEF, PFSA (and other similar organizations), and organizations in Portugal such as FLAD, Instituto Camões, and others to form a strong impact model. 4.I.2 Research the collaborative impact model to learn how to apply this to our efforts. 4.2.3 Explore seeking a foundation grant to support the design and launch of a collective impact organizational model.
<b>4.2 STRENGTHEN &amp; EXPAND PARTNERSHIPS</b> Formalize/continue partnership agreements with existing partners and specify collaborative activities/projects. Identify new partnerships that add value to our work, and specify the collaborations we plan to undertake for mutual benefit.	4.2.1 Form partnerships with local community organizations and community schools by doing forums to promote the strategic plan. 4.2.2 Form partnerships with the business community including large corporations with interests in Portuguese-speaking countries. 4.2.3 Create partnerships between the various Portuguese student clubs and associations on high school and college campuses with the goal of replicating the successful scholarship fundraising efforts that were conducted by San Jose High School for several years.
<b>4.3 PARTNER LIAISONS</b> Assign Leadership Team members as representatives/liaisons to each partner organization to facilitate mutual communications, collaboration, and promotion.	4.3.1 Charge the management team with serving as liaisons and inciting community activists to be the local representatives with the community organizations and businesses
<b>4.4 PARTNER CAPACITY</b> Design and roll out a professional development strategy for engaging partners in effectively and compellingly understanding, communicating, and enacting our vision, values, and priorities.	4.4.1 Work on an online platform that allows partners and activists to be directly involved.
<b>4.5 IHE PARTNERSHIPS</b> Identify key IHEs statewide that can support the promotion of Portuguese language and culture as well as post-secondary success for our students. Ensure that we collaboratively standardize a path for transfer of students' high school Portuguese experience to college.	4.5.1 Work with universities and community colleges with Portuguese language programs to promote their programs directly with high schools. 4.5.2 Establish a working relationship with community colleges that offer Portuguese with local high schools that don't for a potential partnership.
<b>4.6 BUSINESS PARTNERSHIPS</b> Establish a strategy for expanding our business partnerships and sponsorships in ways that support our strategic recommendations and actions.	4.6.1 Establish a working group with business leaders from various parts of the state to acquire input as to what form of business model can be used to form a partnership that is advantageous for both the strategic plan and the business community.

## 4.0 POWERFUL PARTNERSHIPS

Establish and sustain powerful partnerships that support and expand our strategic reach, influence, and impact.



RECOMMENDATION	ACTIONS
<b>4.7 CIVIC CONNECTIONS</b> Identify key civic (city/town/county/state) events and celebrations and promote the inclusion of a Portuguese cultural component.	4.7.1 Establish a contact with local chamber of commerce to promote the presence of a Portuguese cultural component at their annual events. 4.7.2 Establish a contact with local public libraries to offer Portuguese information and cultural evening/programs.
<b>4.8 PORTUGUESE HALLS</b> Work collaboratively with local Portuguese leadership to transform Portuguese halls into community centers for Portuguese with public and community services.	4.8.1 Establish a segment in the LAEF annual conference to include the Portuguese Hall Presidents to engage them in reflection about their role in the strategic plan.,



## 5.0 PROGRAMS, SERVICES, & RESOURCES

Dramatically improve access to and participation in powerful high quality PreK-16 Portuguese language/culture programs designed to promote multilingualism, multiculturalism, and global readiness for every student and for our community.

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RECOMMENDATION	ACTIONS
<p><b>5.4 LANGUAGE/CULTURE EDUCATION PROGRAM GUIDE</b>            Develop a multimedia guide that defines and explains the different pathways and options for educational institutions to offer Portuguese language and cultures programs that lead to proficient bilingualism, high academic achievement, and global competency. As part of this guide, address issues of:</p> <ul style="list-style-type: none"> <li>• Rationale &amp; Benefits</li> <li>• Results &amp; Outcomes</li> <li>• Program Design &amp; Planning</li> <li>• Implementation &amp; Monitoring</li> <li>• Staffing &amp; Professional Development</li> <li>• Family/Community Engagement</li> <li>• Resources</li> <li>• Funding</li> <li>• Assessment &amp; Evaluation</li> </ul>	<p>5.4.1 Create a statewide committee to work on elaborating this program guide. Must incorporate educators and community leaders.</p> <p>5.4.2 Build alliances with the Portuguese-American media for the promotion of the Portuguese language and cultures in CA, especially among young audiences (teenagers and young adults – 13-25-year-old citizens).</p>
<p><b>5.5 EXPANDED LEARNING</b>            Design and launch expanded school day (before/after), school year, and summer Portuguese language/cultures immersion programs. Include a professional learning component for teachers.</p>	<p>5.5.1 Develop more STARTALK programs utilizing the success from Hilmar.</p> <p>5.5.2 Propose that Camões Institute pay for 2 teachers every year to attend the Summer institute at UC Santa Barbara.</p> <p>5.5.3 Establish bridges between the evening Portuguese Heritage Schools and local K-16 schools.</p> <p>5.5.4 Develop Portuguese language after-school programs and courses. Support soccer clinics for elementary and middle school children; promote trips to Portugal for soccer events and meet &amp; greet with famous soccer players. Sponsor sports events to maintain the Portuguese “brand” (Portuguese Beyond Borders).</p>
<p><b>5.6 FAMILY/COMMUNITY LEARNING OPPORTUNITIES</b>            Create accessible Portuguese language classes for working adults and families. Include recognition of regional varieties of Portuguese, and provide access to learning in/through these regional varieties.</p>	<p>5.6.1 Develop curricula and pilot programs at three different sites in CA in collaboration with a local hosting agency such as a school district, Portuguese organization, or any other kind of organization.</p> <p>5.6.2 What's your history? Create and develop an initiative to value and explore the heritage of the Portuguese community. Suggestions: genealogy courses, history of Portugal/Azores/Madeira and other Portuguese speaking communities.</p>
<p><b>5.7 ORGANIZE AND MARKET AVAILABLE SERVICES</b>            Establish a system of differentiated supports/services (including online and on demand) for schools, districts, partners, and other clients, where together we co-design powerful Portuguese language/culture strategic plans, programs, and approaches.</p>	<p>5.7.1 Prepare a technical assistance team that then could be available to provide technical assistance to school districts.</p> <p>5.7.2 Once we have a technical assistance team, promote the team in areas that might more receptive or ready to initiate the teaching of Portuguese language and cultures.</p>



## 5.0 PROGRAMS, SERVICES, & RESOURCES

Dramatically improve access to and participation in powerful high quality PreK-16 Portuguese language/culture programs designed to promote multilingualism, multiculturalism, and global readiness for every student and for our community.

RECOMMENDATION	ACTIONS
<b>5.8 MAKING LEARNING VISIBLE</b> Create tools, protocols, and processes to make Portuguese language and cultures learning (and the teaching that leads to such powerful learning) public and visible to our entire California community.	5.8.1 Start by developing or adapting an existing protocol such as NADSFL or STARTALK for assessing effective instruction and program components.
<b>5.9 PERFORMANCE-BASED ASSESSMENT</b> Design and promote a robust performance-based assessment system/process to build on language learner strengths, showcase learning accomplishments, and promote acceleration of Portuguese language development, academic success, and global competency.	5.9.1 Use the model established by D. Borges by having student work published in Tribuna Portuguesa (also done in the past in San Jose High) and acknowledged in other visible media. 5.9.2 Recognize exceptional work with such awards as the SOPAS awards and a CA Portuguese Language Student of the Year using the LAEF conference banquet for such statewide awards. 5.9.3 Inventory existing assessment tools such as American Council's, STAMP, APPLL, etc. and then make recommendation for which are most appropriate to assess student performance at different levels.
<b>5.10 DESIGNING FOR PORTUGUESE SUCCESS WEBSITE &amp; RESOURCES</b> Develop an interactive, easy-to-access Designing for Portuguese Success website to access current and relevant information about current research, best practices, policies, available resources, and basic information about powerful Portuguese language and cultures programs, models, and pedagogy.	5.10.1 This Page can be a part of the main website for Portuguese Beyond Borders that is already proposed in the Organizational/Structure category. 5.10.2 Design a Webpage that includes interactive features for teachers to blog and engage in other networking activities. 5.10.3 Maintain website with collaboration from Language specialists in Portugal, Brasil and other PortugueseSpeaking Countries. 5.10.4 Utilize social media platforms to engage community members and community organizations in building an online resource center.
<b>5.11 THEMED ACTIVITY KITS</b> Design and promote themed activity “in a box” kits that school and community programs can easily implement to engage students in engaging and hands-on Portuguese language/cultures learning.	5.11.1 Assign the different consortium participants to prepare content for the thematic cultural kits. 5.11.2 Establish a Task Force to review, polish, and package the products to be placed in the kits. 5.11.3 Disseminate the kits, and provide appropriate professional development to support implementation. 5.11.4 Consider a kit on Portuguese cuisine (easy recipes) and/or art and history in Portuguese azulejos.
<b>5.16 COMMUNITY LANGUAGE RESOURCES</b> Create an online resource directory of Portuguese language resources that exist in communities and that could supplement in-school language learning.	5.16.1 Develop a Page on the Main Website dedicated to providing community language resources. 5.16.2 Populate the Webpage with a variety of resources and activities.

## 5.0 PROGRAMS, SERVICES, & RESOURCES

Dramatically improve access to and participation in powerful high quality PreK-16 Portuguese language/culture programs designed to promote multilingualism, multiculturalism, and global readiness for every student and for our community.



RECOMMENDATION	ACTIONS
<p><b>5.13 COMMUNITY CENTERS</b> Create a program of Portuguese language and cultures activities and classes that can be incorporated at community centers.</p>	<p>5.13.1 Create a model for how the Portuguese halls and other organizations' buildings could become community hubs for the teaching of Portuguese language and cultures.</p> <p>5.13.2 Create a presentation to be made to the different board of directors of Portuguese halls, etc. to illustrate how their buildings can be used for engaging youth in learning the Portuguese language and cultures, preserving the legacy of these organizations.</p> <p>5.13.3 Facilitate the use of Portuguese Halls as places of art and culture.</p>
<p><b>5.14 STUDENT RECOGNITION</b> In collaboration with students, parents, and community, design and launch a suite of PreK-16 student recognition programs, including the Seal of Biliteracy and Pathways to Biliteracy to recognize and showcase student achievements in Portuguese language and cultures.</p>	<p>5.14.1 Using the Tulare SOPAS awards as a model, create similar programs in different communities where students and others are recognized publicly for their language and culture competency.</p> <p>5.14.2 Establish an alliance with Portuguese media to broadcast educational successes (schools and students). Seek airtime to show successful Portuguese-American students in CA.</p>



## 6.0 PROFESSIONAL LEARNING & LEADERSHIP

Provide strategic guidance/support to schools, districts, communities, and partners to establish and sustain high quality Portuguese language education programs and improve the quality of classroom instruction and interaction.

RECOMMENDATION	ACTIONS
<b>6.1 PROFESSIONAL DEVELOPMENT FRAMEWORK</b> Develop or adopt and disseminate a common professional development framework to develop the highest quality Portuguese language and cultures teachers and administrators who are prepared to engage high achieving and joyful 21st century language learners.	6.1.1 Create and conduct a needs assessment tool to assess the professional learning needs of California's Portuguese educators. 6.1.2 Analyze results, and identify priority areas for professional development programs.
<b>6.2 PROFESSIONAL LEARNING</b> Provide coherent, comprehensive, and ongoing professional preparation and support using multiple platforms (in person, online, blended), based on well-defined standards of practice, aligned to our PD Framework, and designed to create educator professional learning communities and networks to implement a powerful vision of excellent Portuguese language and culture teaching and learning for all students and to support best practices, research, policies, and materials/resources.	6.2.1 Develop professional development programs that correspond with the three top priorities identified in the needs survey. 6.2.2 Develop both face to face programs as well as online modules focusing on the most pressing needs.
<b>6.3 DEMONSTRATION SITES/MENTORING</b> Design and launch a Portuguese language/cultures program demonstration site mentor process that pairs aspiring schools/districts with schools/districts that have established high quality, successful models/programs.	6.3.1 Identify several schools/districts with an existing quality Portuguese language and cultures program and provide additional resources so the school/district can become a demonstration model for other district wishing to expand or start a new program.
<b>6.4 MENTORING</b> In collaboration with our partners, design and implement a statewide Portuguese language mentor/apprentice program that provides opportunities for more novice teachers of Portuguese language/cultures to receive assistance and guidance from more expert teachers.	6.4.1 Identify a cohort of individuals who are willing (or can be persuaded) to serve as mentors at different grade level clusters or high school/university course levels. 6.4.2 Create a professional learning program to support the mentors to coach and mentor educators at different levels.
<b>6.5 CERTIFICATION</b> In collaboration with IHEs, the California World Language Project, and the Commission on Teacher Credentialing, create a platform for the training and certification of teachers of Portuguese.	6.5.1 Develop awareness campaign and host informational meetings around the state to communicate information about the existing process. 6.5.2 Once interested candidates are identified, mentor them to develop a professional learning pathway to the credential. 6.5.3 Establish an ongoing system to monitor the candidate's progress and motivate them to attain their and our goals.

## 6.0 PROFESSIONAL LEARNING & LEADERSHIP

Provide strategic guidance/support to schools, districts, communities, and partners to establish and sustain high quality Portuguese language education programs and improve the quality of classroom instruction and interaction.



RECOMMENDATION	ACTIONS
<p><b>6.6 CONFERENCES &amp; EVENTS</b> Organize an annual statewide professional development conference as well as regional/local (monthly, quarterly, and/or annually) events that provide timely and relevant professional development as well as opportunities for networking.</p>	<p>66.1 Build regional consortia, and provide opportunities for regional collaboration, i.e., Hilmar, Turlock, Ceres, Los Baños.</p> <p>66.2 At the Luso-American Education Foundation Annual conference address priorities identified in the needs assessment protocol.</p> <p>66.3 Support regular online collaboration through closed group on Facebook and other venues.</p>
<p><b>6.7 LEADERSHIP INITIATIVE</b> Convene the leadership across the diverse Lusophone communities to develop a set of commitments and agreements designed to strengthen relationships and connections and to create a unified approach for moving forward on behalf of a united Portuguese language community. As part of this convening, establish a strategy for identifying and mentoring emerging leaders within the Portuguese-speaking community.</p>	<p>67.1 Utilize the LAEF conference as a physical annual event that brings together all communities of the Portuguese speaking world.</p> <p>67.2 Develop with the consulates of Portugal, Brasil and Angola in California a leadership group to assess the ongoing efforts to promote the teaching of the Portuguese language and cultures in California.</p> <p>67.3 Utilize the International Portuguese Language Day as a venue to promote collaboration between all Portuguese speaking communities.</p>
<p><b>6.8 CAPACITY &amp; SUSTAINABILITY</b> Identify values-driven, principles-based, and data/research informed practices and resources that significantly increase our capacity to implement and support powerful Portuguese language and cultures models/programs.</p>	<p>68.1 Establish a data collection mechanism to collect student and teacher performance data.</p> <p>68.2 Conduct a random sample assessment of student performance for the purpose of program improvement and setting expected learning targets that are based on data of actual student performance.</p>
<p><b>6.9 LANGUAGE DIVERSITY</b> Organize a convening to explore language diversity within the Portuguese diaspora and to expand our own understanding of and support for the linguistic diversity of our communities.</p>	<p>69.1 In collaboration with universities that have Portuguese Studies, create a cohort to explore and develop lessons for all levels of teaching the Portuguese language that entail the rich diversity of the Portuguese language in Europe, South American, Africa, and Asia.</p>



# PORTUGUESE BEYOND BORDERS

INSPIRING LANGUAGE, CULTURE,  
HEART, & COMMUNITY