

# CABE COMPASS PROJECT WORKPLAN

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

			<ul style="list-style-type: none"> <li>• Identify and invite the design team</li> </ul>	Oct. 2015	Kris Nicholls, Laurie Nesrala, Claudia Lockwood, PDS consultants	<i>All agreed to be a part of project as it linked to their respective areas of expertise and responsibility</i>	
			<ul style="list-style-type: none"> <li>• Identify a facilitator and a framework writer</li> </ul>	May 2017	Kris Nicholls, Laurie Nesrala, Claudia Lockwood, PDS consultants	<i>Kris and the PDS team will work with the design team to support the writing of the framework in fall 2017 after the release of the "EL Roadmap" by the CDE, around which the framework will be designed</i>	
			<ul style="list-style-type: none"> <li>• Prepare the convening master presentation</li> </ul>	May 2017	Kris Nicholls	<i>Will be done through a different project format</i>	
			<ul style="list-style-type: none"> <li>• Prepare the convening handouts</li> </ul>	May 2017	Kris Nicholls	<i>Will be done through a different project format</i>	
			<ul style="list-style-type: none"> <li>• Secure a meeting facility</li> </ul>	Fall 2017	Kris Nicholls, Laurie Nesrala, Claudia	<i>At CAFE office and via phone/video conference</i>	

					Lockwood, PDS consultants		
Dec. 2015	On- going	<b>2.1.2</b> <i>Disseminate and publicize the board-adopted framework</i>	<ul style="list-style-type: none"> <li>• Work with the framework writer to finalize the framework</li> <li>• Bring the framework to the board for adoption</li> <li>• Develop a PR/dissemination plan for the framework, including sharing it at professional conferences and with CABE membership, clients, and partners</li> </ul>	<p>June 2018</p> <p>June 2018</p> <p>September 2018 through June 2019</p>	<p>Kris Nicholls, Laurie Nesrala, Claudia Lockwood, PDS consultants</p> <p>Kris Nicholls, Laurie Nesrala, Claudia Lockwood, PDS consultants</p> <p>Kris Nicholls, Karmina Ramirez</p>	<p><i>Make final revisions and present for Board approval</i></p> <p><i>Seek final CABE Board approval of Professional Development Framework,</i></p> <p><i>The Board-adopted Professional Development Framework will be shared at professional conferences with a focus on English Learners and CABE membership, clients, and partners.</i></p> <p><i>PDS Marketing Assistant and IT</i></p>	

			<ul style="list-style-type: none"> <li>• Use the framework to guide any future CAFE professional development efforts and activities</li> <li>• Conduct an assessment of randomly selected CAFE professional development activities to determine their alignment to the framework</li> </ul>	<p>Fall 2018</p> <p>Spring 2019</p>	<p>Kris Nicholls and PDS team</p>	<p><i>team will develop a publicity campaign and make the Professional Development Framework available on the PDS webpage</i></p> <p><i>Once adopted, the Professional Development Framework will be shared with CAFE PDS consultants at PDS consultant meeting in fall 2018</i></p> <p><i>The PDS consultants will complete a reflective survey of their work through PDS for alignment with the framework</i></p>	
July 2013	On-going	<b>2.2.1</b> <i>Establish a CAFE Professional Development Services Group to develop and market training</i>	<ul style="list-style-type: none"> <li>• Contract with an existing experienced professional development organization to launch the Professional Development Services Group.</li> </ul>	July 2013 Done	<p>Elizabeth Jimenez-Salinas</p> <p>Jan Gustafson -Corea</p>	<i>The plan for each phase has proceeded on target for both time, revenue, and profitability.</i>	Both revenue and profitability has grown each year with no initial outlay of funds by CAFE.

		<p><i>and other services that fit with the CAFE mission and vision, and to develop aligned supporting products.</i></p>	<ul style="list-style-type: none"> <li>• Adopt a three-phase, three-year plan which begins with a start-up phase (Phase I) to set in place the structure for a successful business, a growth phase (Phase II) during which initial steps are taken for growing the services and reputation of CAFE Professional Development Services, and an expansion phase (Phase III) where CAFE brings on a full-time Professional Development Director position funded with the revenue generated by the professional development services offered to continue the growth and profitable expansion of services.</li> <li>• Include the design of professional development on pedagogy for board members, administrators, principals, and teachers.</li> <li>• Include the development of teacher preparation/ certification professional development related to dual</li> </ul>	<p>Done</p>	<p>Elizabeth Jimenez-Salinas</p> <p>Kris Nicholls and PDS team</p> <p>Kris Nicholls and PDS team</p>	<p><i>Kris Nicholls started as the Director of PDS on 7.20.15</i></p> <p><i>PDS brochure was revised March 2016 and reflects the grown and expansion of PDS services</i></p> <p><i>Coaching, instructional strategies, and content sessions have been offered and will continue to be a focus for PDS to create systems of support for the implementation of critical pedagogy to support excellence in education for English Learners.</i></p> <p><i>A partnership with CSUF for fall 2015 has begun exploring this. Offering an</i></p>	
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			language education, P2I, and bilingual education.			<p><i>institute on "Developing and Refining Academic Spanish" on 9.25.15</i></p> <p><i>Institute was wildly successful, and provided opportunities for additional contract work with districts throughout the year.</i></p> <p><i>A second institute was held on September 23, 2016 that will focus on "Teaching and Teaching in Spanish"</i></p> <p><i>Moving forward in the planning for presenting on this topic to other teacher education faculty across the state in collaboration</i></p>	
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				Done	<p><i>with CSUF and CABTE</i></p> <p><i>There will be an Elementary Dual Immersion Institute in June 2017 and a Secondary Dual Immersion Symposium in September 2017 that will focus on developing high quality teachers and knowledgeable administrators for dual immersion programs in the state. These two institutes are a response to a great need in the field for support for administrators and teachers in dual immersion programs.</i></p> <p><i>We launched the "Dual Immersion Planning Guide" off of the CABE website to</i></p>	
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			<ul style="list-style-type: none"> <li>• Establish a sound business structure for decision making on what is to be offered, how and by whom it will be delivered, and a business metric for decision-making that helps the CAFE board evaluate progress and decide on expansion timelines.</li> </ul>	Done		<p><i>support districts as they consider and plan to implement a dual immersion program. There is no fee for access to this online guide, which was adapted from Marcia Vargas' "Two-Way Toolkit" (with her permission)</i></p> <p><i>Projections of new business have been on target, utilizing a 30% margin as a guide, using break even numbers to guide planning and implementation</i></p>	
July 2013	On-going	<p><b>2.2.2</b> <i>Launch Phase I/ Start-Up of the Professional Services Plan in order to structure the business for growth, help budget the future work, and lay the groundwork for a</i></p>	<ul style="list-style-type: none"> <li>• Review the CAFE COMPASS to identify all areas of professional development called for in the COMPASS.</li> <li>• Conduct a needs survey at the 2013 CAFE Conference to determine the perspective of English Learner educators</li> </ul>	Done			

		<p><i>successful launch for SY13-14.</i></p>	<p>regarding priorities for professional development.</p> <ul style="list-style-type: none"> <li>• Using the results of the CABE COMPASS review and the needs survey, develop a recommendation for a prioritized plan of professional development for Year One that is aligned to CABE's Professional Development Framework.</li> <li>• Develop business and marketing plans to support the recommended professional development plan.</li> <li>• Conduct branding, advertising, and prospecting activities in support of the professional development plan.</li> </ul>	<p>Done</p> <p>Done</p> <p>Ongoing</p>	<p>Kris Nicholls and PDS team</p>	<p><i>Marketing and business plans are now updated for 2015-2016</i></p> <p><i>Creating a system to track the many requests for proposals, MOU's, PO's, and invoices for each fully executed contract.</i></p> <p><i>Also developing a system to track which job was offered to which consultant to establish a way to try to balance the</i></p>	
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					<p><i>opportunities for PDS consultants to serve the districts and organizations that request our support.</i></p> <p><i>Logo created and marketing brochure and flyers created and disseminated on line, in personal and via email blast.</i></p> <p><i>We will be presenting at key professional conferences (ACSA, CSLBA, DLeNM) and having an exhibit booth to enhance prospecting activities; branded items (flash drive, Post-Its) being used at all PDS events.</i></p> <p><i>Presented at CLSBA, ACSA, CAASA, La</i></p>	
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			<ul style="list-style-type: none"> <li>• Develop training materials and templates to support the Year One professional development plan.</li> </ul>	Done		<i>Cosecha, and SDCOE Dual Immersion conferences; favorable feedback and many contacts for possible contracts</i>	
July 2013	On-going	<b>2.2.3</b> <i>Launch Phase II/ Growth of the Professional Services Plan in order to conduct the Year One professional development events.</i>	<ul style="list-style-type: none"> <li>• Identify, recruit, and induct a cadre of Year One trainers.</li> </ul>	Done	June 2016	Kris Nicholls and PDS team  <i>As of September 2016, PDS currently has 15 consultants and there are 4 applicants for PDS consultant that are going through the interview process. We are continuing to</i>	<i>In year one, consultants contracted for this work were well-known in the field, reducing risk and the necessity for induction.</i>

				May 2017	Kris Nicholls and PDS team	<p><i>recruit additional consultants with expertise in high-need areas.</i></p> <p><i>PDS Marketing Assistant is launching a recruitment campaign by July 1<sup>st</sup>.</i></p> <p><i>As of May 2017, PDS has 14 consultants (10 active) and 10 applications for PDS consultant that are currently being processed.</i></p> <p><i>PDS has formed specialized ELD/ELPAC, biliteracy, and assessment teams within the team to guide the development and delivery of the consulting/professional development on each of these subjects. We continue to seek</i></p>	
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			<ul style="list-style-type: none"> <li>• Recruit and contract with client districts and entities.</li> <li>• Begin the Year One professional development activities.</li> </ul>	Done	Kris Nicholls and PDS team	<p><i>new consultants to meet the needs of districts and organizations that request our support.</i></p> <p><i>We are kicking off the 2015-2016 year with two high-powered PDS invitational events, at CSUF and at Almansor Court. We are expecting nearly 500 teachers and administrators at these events!</i></p> <p><i>(2016) We currently have 10 active contracts, worth \$260,656, and 11 proposals worth \$137,170 that we are following up on to move them to contracts. Year-to-date, the total value of the active contracts</i></p>	
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						<p><i>combined with the projected revenue from invitational events is \$487,826, or 127% of the PDS total income goal for 2015-2016.</i></p>	
				June 2016	Kris Nicholls and PDS team	<p><i>As of June 2016, we have 10 active contracts worth \$268,599 and two proposals out (Anaheim Union HSD and Madera USD) worth \$154,000. We also have another proposal that is in the process of being written (SBCUSD)</i></p>	
				September 2016	Kris Nicholls and PDS team	<p><i>As of September 2016, we have \$242,348 in contracts and proposals out totaling \$48,500. We will be submitting a proposal to SBCUSD by the</i></p>	

						<p><i>end of the month, as well.</i></p> <p><i>As of January 2017, we have \$599,785 in contracts, \$108,755 in revenue from invitational events, and \$66,000 in proposals out, for a total of \$774,540 for the year to date. We have upcoming invitational events (Dual Immersion Institute in June and Teacher Institutes in May) that may generate up to \$70,000 in additional revenue by June 2017.</i></p>	
				<p>June 2017</p>	<p>Kris Nicholls and PDS team</p>	<p><i>As of June 2017, we have served over 37 districts with customized consulting and/or professional development</i></p>	

			<ul style="list-style-type: none"> <li>• Begin the process of implementing the Mentor Certification Process described in Action Plan 4.4.</li> <li>• Design the Year Two professional development plan and conduct the necessary development and marketing activities in support of that plan.</li> </ul>	<p>This was rolled over to Phase III</p> <p>Done</p>	<p><i>and held 8 invitational events that have drawn hundreds of participants from across the state.</i></p> <p><i>We are the only providers of training on the content of the ELPAC assessment, the new English Language Development assessment in California that will be operational in 2017-2018.</i></p> <p><i>Will potentially be including this in the work on the professional development framework</i></p> <p><i>We are developing new PDS offerings and doing focused marketing for each of our events, trying to</i></p>	
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				<p>March 2016</p> <p>March 2017</p>		<p><i>reach a wider audience</i></p> <p><i>PDS brochure was revised March 2016 and reflects the grown and expansion of PDS services</i></p> <p><i>PDS brochure has been updated for 2017-2018, and now includes the new ELPAC professional development that we offer.</i></p>	
July 2015		<p><b>2.2.4</b> <i>Launch Phase III/ Expansion of the Professional Services Plan.</i></p>	<ul style="list-style-type: none"> <li>• Design the Year Three+ professional development plan and conduct the necessary development and marketing activities in support of that plan.</li> </ul>	See Phase III plan	Kris Nicholls and PDS team	<p><i>2015-2016 Business Plan is complete; marketing activities have commenced, including submitting proposals for presentations at professional organizations, and being conscious of marketing the CAFE PDS name in all that we do; increasing the</i></p>	

						<p><i>PDS invitational event offerings and recruiting recognized experts in the field to consult for PDS...</i></p> <p><i>We will be partnering with CalTogs to present workshops on the LCAP rubrics that they created to help districts understand how to increase and improve their services to English Learners. First workshops are scheduled for 1.19.16 and 1.20.16.</i></p> <p><i>PDS brochure was revised March 2016 and reflects the grown and expansion of and is used extensively to market PDS services</i></p>	
				March 2016	Kris Nicholls and PDS team		

					<p><i>Presented at CLSBA, ACSA, CAASA, La Cosecha, and SDCOE Dual Immersion conferences; favorable feedback and many contacts for possible contracts</i></p> <p><i>Karina Ramirez was hired full-time as Marketing and Administrative Assistant, November 2015</i></p> <p><i>Active contracts upon hire in July 2015: 5</i></p> <p><i>Completed contracts at end of June 2016: 25</i></p> <p><i>Districts and organizations served:</i></p> <p>Anaheim Union High Garden Grove Unified Baldwin Park Unified School District Brentwood Unified</p>	
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					<p>Covina Valley Unified  California State  National Resource  <b>Lodi Unified School</b>  Palm Springs Unified  Mammoth Unified  Orange County Office  Rialto Unified School  <b>San Bernardino City  Unified School</b>  <b>San Francisco Unified</b>  Santa Clara County  Shoreline Unified  Washington Unified  Velazquez Press  Yolo County Office of  Education (multiple</p> <p><i>Total value of  contracts as of  June 2016  (completed and  billed): \$326,160</i></p> <p><i>109 different  districts from  across  California were  represented at  the Teacher  Institutes and  other  Invitational  Events</i></p> <p><i>Total value of  Teacher  Institutes and  other  Invitational  Events:  \$116,365</i></p>	
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			<ul style="list-style-type: none"> <li>• Conduct outreach presentations at other organizations' conferences and events, set up email blasts, disseminate regular e-newsletter articles, and make "sales calls"/visits to districts to generate business.</li> <li>• Develop and grow the sale of CABE publications.</li> </ul>	<p><i>May 2017</i></p>	<p>Kris Nicholls and PDS team</p>	<p><i>Total revenues: \$442,525</i></p> <p><i>PDS brochure has been updated for 2017-2018, and now includes the new ELPAC professional development that we offer.</i></p> <p><i>The PDS webpages have also been redesigned to provide interested districts and sites with information about the services we offer.</i></p> <p><i>We have also launched the Dual Immersion Planning Guide, which allows districts and sites considering starting a Dual Immersion program with the information on all the</i></p>	
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						<p><i>critical steps to take in planning and implementing their dual program..</i></p>	
				<p>June 2016</p>	<p>Kris Nicholls and PDS team</p>	<p><i>We have had blog entries on PDS in the several issues of CABE Corner.</i></p> <p><i>We are using email blasts, Facebook posts, and other social media to market our events and conferences.</i></p> <p><i>CABE PDS is on the conference program for ACSA and Latino School Board Association. Working in association with CALTOGs for PD offerings.</i></p>	
			<ul style="list-style-type: none"> <li>• Provide CABE COMPASS-aligned curriculum development services for a fee to publishers of instructional materials.</li> </ul>	<p>Phase III gift certificate campaign</p>	<p>Kris Nicholls and PDS team</p>	<p><i>Working with the Business Team to expand the materials that we sell at</i></p>	

			<ul style="list-style-type: none"> <li>• Develop and market COMPASS-aligned certified workshops, webinars, and</li> </ul>	<p>We successfully provided</p>	<p>Kris Nicholls</p>	<p><i>each of our events to support the growth of PDS and the teachers, administrators, parents, and community members we serve to improve the education of English Learners in California.</i></p> <p><i>We have begun to sell additional materials at our events, including “Scaffolding Academic Language” materials in English and Spanish, along with the flash drives. We are currently sold out of the “Scaffolds” materials...they were very popular!</i></p>	
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			<p>training of and materials for school translators and interpreters, front-office personnel, and after-school tutors, and substitute teachers who work with English Learners.</p> <ul style="list-style-type: none"> <li>• Develop a CABE COMPASS-aligned mentoring network to utilize the experience of retiring members of the profession to develop aspiring leaders in bilingual education and English Learner education.</li> </ul>	<p>review of materials for one company. More discussion is needed by the board to determine the parameters for this work.</p> <p>Under discussion with tech team; current website does not have the capability to offer webinars</p> <p>We are working with the English Learner Leadership and Legacy project</p>	<p>Kris Nicholls and PDS team</p> <p>Kris Nicholls and PDS team</p>	<p><i>We provided 2 workshops for Library staff in DLI schools. VERY well received. We are planning to offer more as opportunities arise, including a workshop for front office staff.</i></p>	
		2.2.5 Create a culture of quality service and support to our schools, districts, and communities through an	<ul style="list-style-type: none"> <li>• Enact performance management systems in CABE focused on ensuring we provide quality professional development services.</li> </ul>	<p>June 2016</p>	<p>Kris Nicholls and PDS team</p>	<p><i>In addition to completing evaluations, training provided to districts include follow-up</i></p>	

		accountable professional development system.				<p><i>discussions to determine efficacy.</i></p> <p><i>Consider a more systematized follow-up survey to be sent to each participant or school/ district</i></p> <p><i>Currently using a basic feedback form at all PDS presentations.</i></p> <p><i>Will be bring this conversation over to the work on the professional development framework, all based on the professional development standards.</i></p> <p><i>Have begun regular meetings of the PDS consultants to keep them updated on new reforms/trends/ research/state and federal laws</i></p>	
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				March 2016	Kris Nicholls and PDS team	<p><i>Will be revising the presentation feedback form at the next consultant meeting in February 2017.</i></p> <p><i>CABE PDS brochure was updated in March 2016, with the primary focus on the development of biliteracy, educational equity, and 21st century success for all. Participants provide feedback on every presentation done by PDS consultants; feedback is reviewed by PDS consultant and Director</i></p> <p><i>Active communication and follow-up by PDS team:</i></p>	
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					<ul style="list-style-type: none"><li>• <i>on the implementation of the content of the professional development</i></li><li>• <i>to provide any additional support needed</i></li><li>• <i>to connect them with resources to support the implementation of the content of the professional development</i></li></ul> <p><i>Strong relationships have been established with:</i></p> <ul style="list-style-type: none"><li>• <i>Sistema Educativo Estatal (SEE) in Baja California</i></li><li>• <i>CSU Fullerton</i></li><li>• <i>National Resource Center for Asian Languages</i></li><li>• <i>Californians Together</i></li></ul>	
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					<ul style="list-style-type: none"><li>• <i>California Department of Education</i></li><li>• <i>County Offices of Education in:</i><ul style="list-style-type: none"><li>○ <i>Orange</i></li><li>○ <i>Riverside</i></li><li>○ <i>San Bernardino</i></li><li>○ <i>San Diego</i></li><li>○ <i>Santa Clara</i></li><li>○ <i>Yolo</i></li></ul></li></ul> <p><i>PDS Director works with consultants who have been identified or who have requested additional support in developing their presentations (content and/or presentation skills)</i></p> <p><i>Will be included in the work of the professional development framework.</i></p> <p><i>Completed evaluation forms from</i></p>	
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			<ul style="list-style-type: none"> <li>• Design professional development evaluation processes and/or protocols to measure the impact on student access and achievement of our professional development activities.</li> </ul>	May 2017	Kris Nicholls and PDS team	<p><i>sessions offered as well as “come back” requests to work with the same districts indicate a high level of satisfaction with services offered.</i></p> <p><i>This will have to be negotiated with each district, as access to student-specific data such as would be required to fulfill this item would require the district’s board approval, and potentially parental approval.</i></p>	
On-going	On-going	2.2.6 Maintain our regional and annual conference structure with targeted focus on timely and relevant professional development.	<ul style="list-style-type: none"> <li>• Continue to work through the established conference committee structures to plan and conduct regional and annual conferences.</li> </ul>	Done	Delma Chwilinski ~~~~~ Kris Nicholls and PDS team	<p><i>CABE 2016 Annual Conference served over 5,000 attendees, providing timely and relevant professional development</i></p>	

					<p><i>The Parent and Para-Educator Regional Conferences served over 2,000 attendees, and also provided timely and relevant professional development</i></p> <p><i>There were 11 Teacher Institutes offered at the four Regional Conferences in 2015-2016, and included an additional 311 teachers and administrators</i></p> <p><i>Teacher Institutes provided timely and relevant professional development on topics that included:</i></p> <ul style="list-style-type: none"><li><i>• Integrated and Designated ELD</i></li><li><i>• Supporting English</i></li></ul>	
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				June 2016	Kris Nicholls and PDS team	<p><i>Learners' reading and writing in secondary math and science</i></p> <ul style="list-style-type: none"> <li>• <i>Dual Immersion 101 for new programs</i></li> <li>• <i>Developing academic Spanish, TK-5</i></li> </ul> <p>The regional conference institutes were very well attended, well received and profitable. We will expand to invite sponsors of sessions to augment \$</p> <p><i>We have expanded from 8 institute offerings last year to 11 this year. We have one speaker, an extremely well-known authority in the field of English Learner education,</i></p>	
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						<p><i>whose non-commercial presentations at our regional conference teacher institutes are being sponsored by a publishing company.</i></p> <p><i>109 different districts from across California were represented at the 11 Teacher Institutes and other Invitational Events</i></p> <p><i>Information on each series of Teacher Institutes will be included in CAFE Corner blog entries</i></p> <p><i>The 2016-2017 Teacher Institutes continue to meet the need in the field with continued focus on</i></p>	
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			<ul style="list-style-type: none"> <li>• Work with the CAFE president and board to establish conference themes and identify major speakers.</li> </ul>	June 2016	Jan Gustafson -Corea Kris Nicholls	<i>implementing Integrated ELD in Tk-12, cross-linguistic transfer, and starting new dual immersion programs.</i>	
			<ul style="list-style-type: none"> <li>• Develop an input/feedback loop to solicit member perspectives on timely and relevant professional development topics/issues.</li> </ul>	June 2016	Kris Nicholls	<i>PDS Director works with CEO to identify topics for Teacher Institutes and other invitational events throughout the year.</i>	
				May 2017	Kris Nicholls	<i>We are soliciting feedback from members in the areas where we are holding regional conferences to determine what topics to offer for the teacher institutes</i>	
						<i>The PDS consultants recently identified four topics for the</i>	

						<i>2017-2018 Regional Conference Teacher Institutes, and we will be working with the CEO and the Program and Events team to implement them in each of the locations for the Regional Conferences for 2017-2018</i>	
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