

Key Stakeholder Engagement	How often meet	Who involved + Role	Data analyzed	Resulting actions
PASC Program and Department Faculty Engagement	Once per month during academic year with other subcommittees meeting at various times throughout calendar year for improvement efforts	Educational Leadership Department Chair, PASC Program Coordinator, Department Administrative Assistant, Department Faculty including Higher Ed program and P12 PASC/MAED, FERP and Adjunct department faculty	CalAPA rubric scores and passing rates, CTC Completer Survey, SOAPs, Graduate Core Competency, Graduate Writing Competency, Student Ratings, Program Completer Survey	Plans to develop monitor the new redesigned program; new rubrics to better assess candidates on AAQEP standards and program goals; new fieldwork documentation for clarity and alignment
Completer Engagement	Ongoing through academic year with formal feedback, reflection, and data collection check points at the start of program, end of each semester, and after program completion.	PASC Program Coordinator as data coordinator; Leadership Seminar and Fieldwork instructors as university coach/supervisor for data collection; PASC faculty subcommittee for data reporting and analysis; All PASC faculty for data review and continuous improvement reflection, planning, implementation, and monitoring; CTC for state-wide completer survey distribution	Equity-Driven Leadership Disposition Index, CTC completer survey, CalAPA rubric scores, PASC AAQEP self-assessment,	Development of Faculty Learning Community Processes to enhance and deepen PASC content, pedagogy, and skill development practices; Redesigned program development through university approval process
CASC Program Fresno County Leadership Engagement	Monthly	CASC coordinator and P12 Admin Program Coordinator	Student completion of Tier 2, Student involvement in ongoing professional learning opportunities	Plan to collaboratively progress monitor completers, receive input from completers, and in their administrator positions and CLEAR status.
Regional P12 District and School Site Leadership Engagement <ul style="list-style-type: none"> - FS President's Commission on Teacher Credentialing - Dean's Advisory Council - South Valley and Rural District Educational Leader Dean Council - P12 Superintendent Advisory 	Bi-Annually; quarterly	University President as speaker and sounding board; Regional Superintendents and other invited District/Site leadership to provide program feedback and communicate needs; Dean and Associate Dean of KSOEHD along with KSOEHD respective credentialing program coordinators and aligned Department Chairs with invited faculty to present program updates, answer Superintendent questions, and collect formal and informal data; Directors of Grant-funding partnership programs and special project directors (same role as previous); Dean of FS Visalia Campus	Educator recruitment and credentialing needs (i.e. hard-to-fill positions, vacancies, specializations); Financial data; Regional district student and educator demographics; Growth and retention rates across P12 credentialed educator positions across counties; FS program completer rates and success criteria data; employer feedback data	Development of Faculty Learning Community Processes to enhance and deepen PASC content, pedagogy, and skill development practices; Redesigned program development through university approval process; Envisioning of formalized district partnerships and initial planning for district networking and PASC candidate recruitment
KSOEHD Centers and Projects <ul style="list-style-type: none"> - CRLP - Bonner Center - Welty Center - Mediator Mentors 	Quarterly and Bi-annual advisory meetings; Ongoing throughout the calendar year	PASC coordinator and faculty as directors, advisory board members, and partnership advocates and participants; Project Directors outside of Ed Leadership and KSOEHD as networking partners with PASC program to develop continuing and new P12 district partnerships across programs; District leadership and other connected educators to participate in trainings, implementation, and provide feedback/data; PASC program completers as Bonner visitation committee members and as partnership participants with new schools across all projects	District and school site participation rates; service learning impact reports; special project with partnership districts impact reports; participant survey and interview data; district P12 student impact reports; program and partnership current and future needs	Recruitment of new school partnership and, in turn, future PASC program candidates; Further reach for PASC candidate recruitment with new networks via project and center contacts through social media and email distributions; Broader reach throughout Central Valley including rural, mountain, and south valley districts; redevelopment of relationships with previous district partnerships
Alumni Association Engagement	Quarterly	Representation from the P12 PASC faculty and alumni	Membership district affiliations, roles, and demographics	Strengthen local and regional partnerships through social media, email distributions, and social/fundraising event participation