

SBCAE 2019-20 Projects and Work Plans

***Regular collaborative planning and decision-making, including all stakeholders, to direct the plan’s effective implementation and accountability.***

**3YRP Strategies:**

- 1.1 Improve communication throughout the consortium, with partners, and the community at large, to promote a shared understanding of SBCAE’s mission, vision and program model.
- 1.2 Assign clear responsibilities to consortium level staff or contractors to coordinate planning, outreach, implementation and accountability.
- 1.3 Expand participation of ad hoc Steering Committee work groups/committees in addition to formal Public Governance Steering Committee meetings (Brown Act compliant)
- 1.4 Provide formal and informal venues for stakeholder engagement
- 1.5 Increase representation of student voice in SBCAE’s governance

**2019-2020 Work Plan:**

	<b>Objectives and Activities</b>	<b>3YRP Strategy Addressed</b>	<b>Progress Indicators and Outcomes</b>
<b>1</b>	Create and disseminate SBCAE annual calendar	1.1	Calendar posted on SBCAE website. Calendar regularly updated.
<b>2</b>	Produce regular SBCAE Newsletter, shared through expanded distribution lists, and posted on website.	1.1	Quarterly newsletter posted on SBCAE website and distributed to SBCAE contact lists

<b>3</b>	Co-Directors support assigned Project work plans, communicate regularly with Project leads/teams.	1.2	Calendar with Project area team meetings and agendas. Minutes of SC meetings.
<b>4</b>	Steering Committee members assume Project area responsibilities – including leading Project team meetings, coordinating SC updates and ad hoc SC meetings	1.2; 1.3	Roles and responsibilities for Project area leads presented to Steering Committee and approved. Steering Committee minutes.
<b>6</b>	Add “community partner” meetings to annual calendar, distinguished from Public Governance meetings, to review regional data together and identify gaps in services with community partners.	1.4	Agendas of both meetings, invitations and meeting minutes.
<b>7</b>	Produce SBCAE Orientation materials for new hire packets and back to school presentations.	1.1	Materials presented to Steering Committee for approval. Steering Committee minutes.
<b>8</b>	Identify responsibilities for consortium-wide functions. Assign strategic partnership development, websites’ maintenance, resource development duties.	1.2	Independent Contractor Agreements produced and approved. Steering Committee members participate in selection. Regular reports to SC. Steering Committee minutes.
<b>9</b>	Expand student input and participation in consortium decision-making.	1.5	Agency student council meetings agendas. Consortium-wide student focus group agendas. Student satisfaction surveys. Student ambassadors recruited.

<b>10</b>	Review consortium-wide resource allocation, development, and sustainability	1 (all)	Longer-range budget projections produced and presented to Steering Committee. Fiscal sustainability scenarios, including resource development/grant search, produced and presented to SC.
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**PROJECT 2: Data and Accountability.**

**Regular review of capacity and progress to achieve goals of 3YRP, with accountability to CAEP- mandated performance measures**

**3YRP Strategies:**

- 1.1. Assure adequate resources to achieve goals
- 1.2. Collect, report and analyze data, effectively and regularly

**2019-2020 Work Plan:**

	<b>Objectives and Activities</b>	<b>3YRP Strategy Addressed</b>	<b>Progress Indicators and Outcomes</b>
<b>1</b>	Assess program and agency effectiveness through the regular review of reports of CAEP and annual plan progress indicators. Baseline data against which to measure 2019-2020 progress established by reports for 2018-2019 as produced in August, 2019.	2.1, 2.2	Quarterly reports are produced and presented to SBCEA Leadership Team and Steering Committee for review and analysis. SC minutes. Data reports shared with stakeholders (newsletters, website).

2	Data Team meets quarterly with data “accountability specialists” from each school to assure quality and consistency of data collection processes.	2.1	Accountability specialists identified from each school. Minutes from data meetings.
3	Produce and analyze data reports (aligned to SBCAE Project Work plans progress indicators) in project area work plans - produced jointly with Project teams/chairs.	2.1	Progress indicators for all Project work plans are identified and reviewed/reported to the SC quarterly.  Annual Project plans are updated
4	Collect, report and analyze data (including fiscal), effectively and regularly	2.2	Quarterly reports submitted to Steering Committee and posted on SBCAE website
5	Establish Community of Practice Group(s?) for End Users (hands-on users of TE – agency SIS – and Community Pro)	2.2	End user from each agency will meet monthly to work together and create support team to guide each other into a more consistent data entry process. Begin a resource guide created by end users for new end users to continue consistency in data collection in transition times. Ensure meetings are rotated through agencies and end user lead to give everyone a sense of ownership and pride in consortium data collection. Agendas and notes will be shared with steering committee
6	Implement and customize Community Pro Suite software	2.2	All agencies will have data sharing agreement submitted. CPS produces reports on usage and outcomes.

**PROJECT 3: Program.**

***Alignment of existing programs, and new instructional programs and curricula fill pathway gaps designed using human-centered approaches***

**3YRP Strategies:**

- 3.1 Accelerate student progress through contextualized basic skills and ESL to include workforce training and workforce preparation, aligned with AB705 implementation underway
- 3.2 Expand bridge classes, alternative delivery and schedules, including contextualized core academic preparation practice and strategies, aligned to prioritized pathways.
- 3.3 Improve alignment and articulation among all consortium members, including expanding formal articulation agreements and dual-enrollment policies.
- 3.4 Design program delivery models aligned with students' ability to attend and persist in classes
- 3.5 Develop programs aligned to the unique needs of special populations
- 3.6 Increase opportunities for hands-on learning opportunities

**PROJECT 3A: ESL**

**2019-2020 Work Plan:**

	<b>Objectives and Activities</b>	<b>3YRP Strategy Addressed</b>	<b>Progress Indicators and Outcomes</b>
<b>1</b>	Review and update adult ed/community college ESL level alignment chart. Distribute among SBCAE members (administrators, ESL coordinators, ESL teachers and faculty, transition specialists)	3.3	Alignment between adult schools and college non-credit programs documented (overview chart) Revised document posted to SBCAE website
<b>2</b>	Provide regular updates by college faculty to the work group on AB705 implementation at their sites, and the impact it has on ESL students.	3.1	Information about AB705 implementation at the 4 SBCAE member colleges and the impact on ESL students is documented and shared  Meeting minutes
<b>3</b>	Review ESL intake, assessment and orientation processes at all SBCAE members. Recommend best practices ripe for consortium wide scaling to SBCAE steering committee. Inventory existing multi-lingual orientation materials. Inventory use of individual education plans.	3.3, 6.2	Document describing intake, assessment and orientation processes;  Multi-lingual orientation materials and use of individual education plan.  Recommendations for consortium wide scaling of best practices
<b>4</b>	Support implementation of Immigrant Integration Framework	3.5 , 3.6	Continued focus in ESL curriculum on life skills; infusing material with critical thinking skills for enhanced and accelerated

	<ul style="list-style-type: none"> <li>● PD: training on IIF and products developed under project 6: IIF curriculum alignment (EL Civics, Burlington, English Innovations), instructional activities that promote immigrant integration, digital literacy competencies. Ideally early in the school year.</li> <li>● following above training: human centered design approach to answer 'How might we use these products in our schools/colleges?' - leading to prototyping, pilots?</li> <li>● advise/assist with development of a newcomer orientation program (TBD)</li> </ul>		<p>integration skills (# of EL Civics COAAPS taught)  PD planned, delivered and documented</p> <p>Notes on piloting ideas, curriculum and methodology</p> <p>Outline for newcomer orientation program developed</p>
5	<p>IET, WIOA 243</p> <ul style="list-style-type: none"> <li>● regular communication with CTE and IET Faculty Work Group to identify opportunities for collaboration</li> <li>● in planning phase of new IET programs, ESL FWG can identify best practices (other schools, consortia), advise, support curriculum development</li> </ul>	3.1	<p>3 joint meetings between ESL and CTE Faculty Work Groups</p> <p>Input from ESL FWG received and documented when developing new IET programs</p> <p>IET and Bridge program information shared with web developer (i.e. person responsible for maintaining sbcae.org and open doors CTE portal)</p>



**PROJECT 3B: CTE**

**2019-2020 Work Plan:**

	<b>Objectives and Activities</b>	<b>3YRP Strategy Addressed</b>	<b>Progress Indicators and Outcomes</b>
<b>1</b>	Assess SBCAE CTE programs alignment to five industry sectors identified by the two workforce development boards. Alignment to Strong Workforce and other regional CTE initiatives addressed.	3.B	Annual report of review and recommendations presented to Steering Committee, Steering Committee minutes.
<b>2</b>	Engage local employers (aggregate and single) to identify local industry needs, possible formal and systemic employment placement, and input into SBCAE program planning and evaluation.	3.B	Regular outreach to employers reported to the Steering Committee. Steering Committee minutes. Formalized “job board” on job placement. Joint meeting minutes/calendars of Title I (WDB) and college CTE advisory groups.
<b>3</b>	Conduct outreach to build stronger connections to other CTE providers outside the consortium to facilitate training and job placements.	3.3; 3.4	Meetings with CTE providers – possible MOUs.
<b>4</b>	Map CTE offerings across consortium members and are updated and maintain current info on Open Doors website.	3.3	Open Doors website updates.

5	Explore opportunities for dual enrollment across the systems (basic skills adult ed and CC credit CTE)	3.3	Title II and Title I c0- enrollment reviewed and reported to Transition Specialists and Steering Committee. Articulation agreements (like ESL?) developed and approved by both systems.
6	Evaluate, expand and market bridge programs (non-credit CTE at AS and CC).	3.1; 3.4	New Bridge programs developed (course catalogs, Open Doors website). Advertising and outreach documented (media etc.)
7	Study CTE offerings to determine if more “student-friendly” models (bootcamps, online, short term) will increase student participation and persistence. Every student has a career plan.	3.4; 3.5	Student surveys and focus groups engaged (see Project 1).
8	Improve/simplify navigation to Title I training options.	3.3	Revised WIOA MOU with the WDB. Title I training with the Transition Specialists held. Data reports showing co-enrollment.
9	Build stronger alignment to regional pre-apprenticeship programs	3.4	Current pathways mapped to align with local PA programs. SBCAE student enrollments in PA programs measured and reported to SC.

**PROJECT 3C: IET**

**2019-2020 Work Plan:**

	<b>Objectives and Activities</b>	<b>3YRP Strategy Addressed</b>	<b>Progress Indicators and Outcomes</b>
<b>1</b>	<p>Conduct asset mapping &amp; gap analysis for Integrated Education and Training (IET) programs in the consortium</p> <ul style="list-style-type: none"> <li>- inventory of current IET programs within SBCAE</li> <li>- Alignment with w2f/NOVA priority industry sectors</li> <li>- Alignment with Strong Workforce and other regional CTE initiatives</li> <li>- Gap analysis</li> <li>- Map out enrollment process (possible PD topic)</li> <li>- Identify best practice examples (other schools, consortia) - with guidance from ESL/IET FWG</li> </ul>	3.1, 3.2, 3.3	<p>Document describing existing SBCAE IET programs and their alignment with workforce priority industry sectors, strong workforce and other regional CTE initiatives</p> <p>Document describing service gaps</p> <p>Document describing enrollment processes and best practice examples</p>
<b>2</b>	<p>Recommendations for program development</p> <ul style="list-style-type: none"> <li>- Assess student interest &amp; organizational capacity to develop new IET and bridge programs</li> <li>- Make recommendations to SC</li> </ul>	3.1, 3.2, 3.3	<p>Recommendations for development of new IET programs presented to steering committee (meeting minutes)</p>

	<ul style="list-style-type: none"> <li>- Consider flexible schedule learning opportunities, distance or blended learning</li> </ul>		
<b>3</b>	<p>Program Development</p> <ul style="list-style-type: none"> <li>- Assign program and curriculum development duties</li> </ul>	3.1, 3.2, 3.3, 3.4	<p>IET programs developed aligned to identified Regional Pathways</p> <p>IET programs approved by state (WIOA, IELCE), participation data reported through WIOA and CAEP to the state</p> <p>Faculty work groups develop aligned IELCE COAPs</p> <p>Staff assigned to program/curriculum development</p>
<b>4</b>	<p>Establish a program evaluation process for consortium programs</p> <ul style="list-style-type: none"> <li>- Identify program success indicators</li> <li>- Document outcomes for existing IET programs</li> <li>- Present to SC, FWG</li> </ul>		<p>Qualitative and quantitative evaluation of IET programs offered presented to steering committee and faculty work groups</p> <p>Input from student surveys, data team, administrators, faculty</p>
<b>5</b>	<p>Success stories</p> <ul style="list-style-type: none"> <li>- Identify student success stories</li> <li>- Share with marketing/tech position to post on sbcae website, newsletter, social media, ...</li> </ul>		<p>Student success stories identified, documented and shared</p>

**PROJECT 3D: ABE/ASE**

**2019-2020 Work Plan:**

	<b>Objectives and Activities</b>	<b>3YRP Strategy Addressed</b>	<b>Progress Indicators and Outcomes</b>
<b>1</b>	Formalize consistent new (lower) graduation requirements among 5 adult schools, with portable credit. Compare SBCAE adult HS diploma requirements in relationship to all adult secondary ed programs in region.	3.3	Board agendas of meetings from all districts approving new requirements.  Matrix of all adult secondary ed programs in the region, including libraries and charter schools.
<b>2</b>	Assess consortium’s basic skills programs alignment to the AB705 and Guided Pathways initiatives in the colleges	3.1	
<b>3</b>	Building upon ESL articulation agreements between adult schools and colleges, explore articulation agreements for ASE/CC.	3.3	
<b>4</b>	Strategic community outreach to build more awareness of adult secondary options in SBCAE,	3.4	Contextualized adult secondary equivalency programs (eg. La Guardia college in NYC). National National External Diploma Program (see 3E). Increased online and short term (workshops, bootcamps).
<b>6</b>	Explore alternative and accelerated delivery of Basic Skills, adult secondary programs (integrated HSE, workshops, bootcamps, online, short-term	3.4	

**PROJECT 3E: AWD**

**2019-2020 Work Plan:**

	Objectives and Activities	3YRP Strategy Addressed	Progress Indicators and Outcomes
1	Add workforce preparation and career exploration modules/strategies specific for adults with disabilities to all programs (adapted from New World of Work)	3.5	Program offered at WVC and/or other sites Program information shared with SBCAE members
2	Explore the options and steps to offer the National External Diploma Program (NEDP) in at least one adult school	3.5	Information gathered and shared with Steering Committee
3	Develop service learning opportunities with community partners	3.6	Service learning opportunities identified and shared with SC, transition specialists
4	Provide input to community partnerships project team re: AWD providers and services in the region	5.1	AWD partner list shared with community partnerships team, SC Formal partnership agreements
5	Convene regional AWD service providers (AWD Summit)	5.3	Twice/year convening
6	Collect data on # of AWD served, services provided	2.2	Data collected and reported to SC

7	Build capacity of consortium staff to serve adults with disabilities - provide training, teaching strategies and develop and disseminate materials.	7.1	Leads identified in each SBCE member organization - Community of Practice group formed CoP meetings, notes Training materials posted on sbcae.org website
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**PROJECT 3F: PARENTS**

**2019-2020 Work Plan:**

	<b>Objectives and Activities</b>	<b>3YRP Strategy Addressed</b>	<b>Progress Indicators and Outcomes</b>
<b>1</b>	Inventory existing programs and services for parents (adults supporting K-12 success) within SBCAE and in the community: programs offered, # students served, outcomes, ...	3.5	Document describing existing parent education and 2-generational learning strategies offered by SBCAE members
<b>2</b>	Identify best practices (within SBCAE, other schools/consortia (LAUSD?), other states (MPI research))	3.5	Summary of best practices presented to steering committee  Resources identified
<b>3</b>	Identify opportunities for partnership with K-12 Districts in building programs and services for adults supporting K-12 success.	3.5, 5.2	Meetings with SBCAE affiliated K-12 school districts  Meeting minutes
<b>4</b>	Support existing programs & develop recommendations for new programs for parents	3.5	2-generational approach to parent/child education and literacy development piloted at at least one SBCAE adult school
<b>5</b>	Establish initial/sample progress indicators for parent engagement (track AB2098 implementation progress, guidance)	3.5, 2.2	Draft parent engagement indicators for steering committee consideration



<b>6</b>	Map out existing ECE pathways within SBCAE, identify missing linkages - Where can bridges/IETs be developed?	3.5, 3.3	ECE pathways documented, described
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**PROJECT 3G: CORRECTIONS**

**2019-2020 Work Plan:**

	<b>Objectives and Activities</b>	<b>3YRP Strategy Addressed</b>	<b>Progress Indicators and Outcomes</b>
<b>1</b>	Increase services to CASU (Custody Alternative Supervision Unit) clients: connect corrections 'leavers' to career planning	3.5	# of students served (use 2018-19 as baseline)  # of outcomes (ex. How many completed HSD? Entered/completed career pathway program?)
<b>2</b>	Offer regular workshops or classes at (corrections) re-entry center as one of the co-located partners (others include SparkPoint, San Jose City College, SJPL)  Conduct focus groups with students to explore topics of interest	3.5	Monthly schedule of classes developed  # of classes delivered  # of focus groups conducted
<b>3</b>	Continue/expand Mentorship Program developed with support of sheriffs - train the trainer, inside the facility (mentors for people new to the unit, adapt to life at the jail). House meetings. Consider inviting formerly incarcerated to come back to talk about their experience	3.5	?
<b>4</b>	Participate in Santa Clara County Re-Entry Network meetings + report back information to SBCEA Steering Committee	5.3	# of meetings attended # of report backs to SC (meeting minutes)

5	Deepen connection with NOVA through participation in NOVA stakeholder meetings and/or joint grant applications (ex. Prison to Employment)	5.1, 5.3	# of stakeholder meetings attended # of grant applications submitted (and awarded)
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**PROJECT 4: Transitions. Students transition to postsecondary education, workforce or community through programs of seamless and guided pathways.**

**3YRP Strategies:**

- 4.1 Expand programs and supports for students to transition to postsecondary education
- 4.2 Expand programs and supports for students to transition to workforce
- 4.3 Expand programs and supports for students to transition to community engagement
- 4.4 Provide resources and supports for Transition Specialists to facilitate student transitions to postsecondary, workforce or community

**2019-2020 Work Plan:**

	<b>Objectives and Activities</b>	<b>3YRP Strategy Addressed</b>	<b>Progress Indicators and Outcomes</b>
<b>1</b>	Develop a Comprehensive Framework for SBCAE Transitions and Support Programs (student outcomes based)	4.4	Agreed upon framework development process including SBCAE leadership, administrators, TS, ...  Timeline for framework development and completion  Framework developed by ... (Early 2020?)
<b>2</b>	Develop common student needs assessment, leading to individual student transition plan (goals, barriers, referrals)	4.4	CPS transition planner optimized/customized for SBCAE TS use CPS to view TE data from intake form Individual student transition plan format proposed to steering committee SBCAE Resource Guide developed and imported into CPS

3	Strengthen student service infrastructure at colleges to welcome adult education students + increase understanding of CC intake and assessment policies (AB705, non credit application process)	4.1	SBCAE/TS presentation to CC counselors Campus tours Information about AB705 implementation and non-credit application process shared regularly with TS
4	Increase connections to workforce development and career opportunities for SBCAE students	4.2	NOVA/work2future programs and services promoted at SBCAE adult schools Job board (?) Job search workshops offered in partnership with NOVA, w2f Information about pre-apprenticeship/skilled trade programs (such as TOPS) shared with TS
5	Identify possible transition options for students with community goals	4.3	List of community transition options developed in partnership with community partners
6	Provide professional development tailored to TS needs	7	NOVA (workforce) training (job-coaching skills, career-related workshops and job-searching basics. Human Centered Design (Virginia Hamilton) WIOA/CAEP training (work2future)
7	Collect and analyze data related to transitions and referrals.	2	Consistent use of CPS by all TS Evaluation of CPS (by January?) Transition data presented at quarterly steering committee study sessions (for example: # of students served, # of referrals, # of successful transitions to education/career/community)

**PROJECT 5: Partnerships and Outreach.**

**Formal, strategic and mutually beneficial partnerships established between SBCAE and key community orgs. and outreach to under-served communities.**

**3YRP Strategies:**

- 5.1 Expand Effective Partnerships with local workforce and community service providers
- 5.2 Increase SBCAE’s visibility at affiliated K-12 school districts, community based organizations and in the community, targeted marketing to potential students
- 5.3 Participate in or convene regional networks

**2019-2020 Work Plan:**

	<b>Objectives and Activities</b>	<b>3YRP Strategy Addressed</b>	<b>Progress Indicators and Outcomes</b>
1	Continue and expand reciprocal referral pilot at CACE	5.1, 5.2	<p><u>INDICATORS</u></p> <ul style="list-style-type: none"> <li>1. New MOU’s signed with core community partners</li> <li>2. Community partners strategically expanded</li> <li>3. Persistence-focused job assignments given to TS’s</li> <li>4. Data tracking systems upgraded</li> <li>5. Referral protocols upgraded</li> <li>6. CACE Community Connections coordinator assigned</li> </ul> <p><u>(sample) OUTCOMES (TBD by CACE Staff)</u></p> <ul style="list-style-type: none"> <li>A. # referrals increased by at least TBD% over 2018-19</li> <li>B. Rate of successful referrals to be at least TBD%</li> <li>Complete data tracking rates exceed TBD%</li> </ul>

2	Replicate reciprocal referral Pilot at other site (s)	5.1, 5.2	<u>INDICATORS</u> <ol style="list-style-type: none"> <li>1. New school(s) comply with the capacity building requirements of the Community Connections Replication Toolkit</li> <li>2. Goals set at each school for total number of referrals and total % of successful referrals</li> </ol> <u>(sample) OUTCOMES</u> <ol style="list-style-type: none"> <li>A. Goals reached for total # of referrals (TBD by school staff)</li> <li>B. Goals reached for % of successful referrals (TBD by school staff)</li> <li>C. Complete data tracking rates exceed TBD% (TBD by school staff)</li> </ol>
3	Develop formal strategic relationships with consortium-wide community partners -	5.1, 5.2	<u>INDICATORS</u> <ol style="list-style-type: none"> <li>1. Refined resource guide published + PD provided to staff at each adult school on how to use new resource guide</li> <li>2. ID and secure referral partnership MOU's with at least four partners for schools that select to replicate Community Connections program</li> <li>3. ID and secure consortium-wide referral partnership MOU's with at least two partners</li> </ol> <u>OUTCOMES</u> Referrals are actively tracked at at least three SBCAE schools
4	Develop and disseminate a Community Connections Toolkit	5.1, 5.2	Toolkit developed and disseminated
5	Conduct outreach (community events, presentations by TS or other SBCAE staff, student ambassadors)) ex ELAC/DELAC, Refugee Day	5.2	# of community events, presentations, meetings attended

6	<p>Conduct targeted marketing (marketing materials and strategies)</p> <ul style="list-style-type: none"> <li>- Understand who we are not reaching (service gaps)</li> <li>- Marketing materials in multiple languages</li> <li>- Program information shared with community partners</li> </ul>	5.2	<ul style="list-style-type: none"> <li>- Service gap analysis</li> <li>- Marketing materials (print, online) developed in multiple languages</li> <li>- # of community partners receiving regular program information</li> </ul>
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**PROJECT 6: Supportive Services and Resources/Childcare.**

**All SBCAE students have access to relevant supportive services and resources in order to improve student persistence and outcomes.**

**3YRP Strategies:**

- 6.1 Provide equitable access to supports and resources for all SBCAE students, regardless of class schedule or location.
- 6.2 Establish common assessments and placement policies across all members.
- 6.3 Achieve creative solutions to students' childcare needs

**2019-2020 Work Plan:**

	<b>Objectives and Activities</b>	<b>3YRP Strategy Addressed</b>	<b>Progress Indicators and Outcomes</b>
<b>1</b>	Inventory existing childcare services within SBCAEs & community partnership opportunities	6.3, 5.1, 5.3	Childcare services offered by SBCAE members inventoried  List of community partners that could offer childcare to SBCAE students
<b>2</b>	Select sites to pilot childcare services - leveraging or repurposing resources, collaborating with partners, combining with ECE pathway and entrepreneurship potential	6.3	Selection criteria identified  Connection points with ECE pathway and entrepreneurship identified
<b>3</b>	Get input from and share findings with community partners project team and transition specialists	5.1, 5.2	Regular joint meetings Meeting minutes

4	Data: work with data team and community partnerships team to capture and analyze data on correlation between persistence and support services	2.2	Data points defined, tracked and reported to SC
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**PROJECT 7: Professional Development.**

**Coherent, responsive, and organized process to identify, develop and deliver professional development opportunities**

**3YRP Strategies:**

- 7.1 Create a Professional Development Team to inform and coordinate PD offerings
- 7.2 Disseminate member best practices consortium-wide
- 7.3 Share PD with community partners
- 7.4 Increase number of credentialed adult educators; build professionalism and instructional expertise

**PROJECT 7A: CONSORTIUM-WIDE PROFESSIONAL DEVELOPMENT**

**2019-2020 Work Plan:**

	<b>Objectives and Activities</b>	<b>3YRP Strategy Addressed</b>	<b>Progress Indicators and Outcomes</b>
<b>1</b>	Create a PD team to inform and coordinate PD offerings	7.1	PD team established and reporting/communicating regularly with SC and Consultation Council
<b>2</b>	Creast and disseminate annual PD Plan and Calendar	7.1	Annual PD plan and calendar included in annual plan  Annual PD plan and calendar posted on SBCAE.org website
<b>3</b>	Identify and disseminate member best practices consortium wide	7.2	Subject Matter Experts in priority PD areas identified Resources, links, posted on sbcae.org

4	Share PD with community partners and neighboring consortia	7.3	Identify opportunities for joint PD Invitations, communications shared with partners and sister consortia
5	Coordinate consortium wide PD day/conference	7.2, 7.3	Annual consortium-wide PD day/conference planned, executed and documented

**PROJECT 7B: CREDENTIAL PROGRAM**

**2019-2020 Work Plan:**

	<b>Objectives and Activities</b>	<b>3YRP Strategy Addressed</b>	<b>Progress Indicators and Outcomes</b>
<b>1</b>	Designate Local Educational Agency to assume lead role.	7.4	Review of role and responsibility presented to interested SBCAE members. Meetings set with LEA CBO etc. Initial letter of interest presented from LEA.
<b>2</b>	Letter of interest to Commission on Teacher Credentialing (CTC) produced and sent.	7.4	Letter from LEA approved by Steering Committee and sent to CTC.
<b>3</b>	Credentialing Program Team selected (admin, curriculum, fiscal) – apply to CTC for mandated training.	7.4	Cred Team approved by Steering Committee. Cred Team applies for CTC Training. Cred Team attends training.
<b>4</b>	Sister CAEP Consortia in the Bay Area are invited to join in the development process	7.4	Outreach and invitations shared. Minutes of joint consortia meetings.
<b>5</b>	Credentialing Program elements identified as aligned to CTC Standards and SBCAE goals and needs. Credentialing program	7.4	First reading, and then second reading presented of proposed program elements presented to Steering Committee.

	developed with Human-centered Design principles.		
<b>6</b>	Taskforce to change AE credentialing requirements tracked to determine impact on SBCAE Application.	7.4	Regular communication with CAEP office and Professional Associations (through CCAE, CTA, and CFT reps).
<b>7</b>	Application completed and submitted to CTC.	2.2	Application completed.