Draft

SBCAE Plan for Program Year 2016-17

Public comment invited as Plan is approved for submission to the state AEBG office. SBCAE Public Governance meeting at Workforce Institute on Wednesday, August 10, at 3:00pm.

2.1 *This summary will be used for the September 2016 report to the Legislature and posted on the AEBG website.*

SBCAE made marked progress in the first year of implementing its Three Year Regional Plan. Systemic reform to accelerate the achievement of more adult education students began in earnest. All of the objectives and activities listed in our Annual Plan for 2015-16 were addressed, although the pace of implementation was slower than we projected. The delay in funding, the challenges of seven districts' different personnel and operational practices, the challenge of finding instructors, together with the slowly emerging direction on the outcomes and formats to measure and report progress, slowed our work. For these reasons, the summary of our progress also provides a progress report on what we still need to do as we enter the second year of implementation.   But while we need to continue and accelerate our progress, we are proud of the accomplishment of our Faculty Work Groups, new Bridge programs and co-located classes, professional development for faculty, the beginning of a strong network of Transition Specialists, and our work with our community partners (especially around the development of an Immigrant Integration Pathway). The principles and direction of our Three Year Plan remain our roadmap, and we have increased confidence on what we can do together in the years to come.

The structures and relationships that we have built to date will strengthen and increase next year. Our Faculty Works Groups will continue to direct the mapping of assessments, rubrics, skills matrices, while aligning curricula, embedding CCR Standards and determining SLOs among all consortium members in our region.   They will assess the need and identify content of Professional Development.

The Steering Committee, has developed efficient working relationships among members, and there will be increased communication with stakeholders both in the seven districts and the community.   This year's plan will outline robust outreach, both to partners and potential students that have been missed.   We will the work to increase the understanding of our structure and opportunity both among our member districts and community partners. Focus

will be given to leveraging more community resources. We will expand regional collaborations with industry and community partners in an effort to develop career pathways for all students.

Transition Specialists will be fully operational at all member institutions, operating as a strong network to facilitate the accelerated mobility of students. The regular collaboration among them will be a critical structure to move the consortium forward.

This year will see increased articulations between the systems with classes, sometimes co-located, in which students can be dually enrolled, often receiving college credit at completion. Innovative schedule and delivery models, and noncredit ABE and CTE "Bridge" courses aligned with the regional economy's needs will expand.

Last, to the degree we are able, we will build systems and practices to collect and evaluate much more data about the impact that 16.5 million dollars of adult education funding has on our region.   With one year of baseline data, we will strive to increase our outcomes to show the state and our community the positive collective impact that is possible.

2.1b Describe how the consortium considered input from *adult education providers*, students, teachers, community college faculty, administrators, classified staff and bargaining units of consortium members before approving the 2016-17 AEBG plan.

As described in our Charter, we had several Leadership Meetings, where the Steering Committee met with the representatives invited from all the districts' collective bargaining units (certificated and classified) and the four colleges' Academic Senates.   In all these meetings through the year, the activities and objectives of the Annual Plan were developed, reviewed and input invited.

Each member was entrusted with communicating regularly and transparently with each of the nine institutions' stakeholders about the consortium's progress, including the process for developing the Annual Plan. Our Faculty Work Group chairs communicated regular with the faculty representatives in their work groups, but other faculty and staff were also informed through each member's communication channels. Each member kept their districts' Boards and Administration informed, sometimes with formal presentations of the proposed Annual Plan to Boards.   Some members presented the consortium's activities and progress, and objectives for the Annual Plan to adult school student council groups. Some members with a professional learning community structure solicited and received feedback on the consortium's Annual Plan.

2.1c – Describe how you informed and engaged the public in the process of creating and/or updating your AEBG Annual Plan for 2016-17. *See Guidance document for examples.*

Our Consortium has sought to create a regular and transparent process of communication with our community and stakeholders throughout the year, not only for final approval of our Annual Plan. Our Consortium will continue to respond to our stakeholders, some of whom want even more regular communication.

Our website was a principal tool to engage our community. It was used to provide updates to meeting dates and agendas, to post documents and reports, and to solicit feedback (with an online communication feature). Throughout the year, the website received many hits.   The website linked reciprocally to all members' websites, the AEBG site, and throughout the year we added a reciprocal link to Immigrantinfo.org, a website of the Santa Clara County Office of Immigrant affairs, with whom we developed a unique partnership.

We carefully practiced what our Charter sets as our planning and communication process. We had regular Governance meetings which were noticed publicly on the website and in email blasts to a large distribution list with documents provided well in advance of the meetings. (These were not always as well attended as we want, and this is an area of development for this next year.) Per our Charter, our Annual Plan was posted on the website a week before the August public Governance Meeting where the Steering Committee received public comment and approved the Plan. Specifically, in July and August 2016, we shared the Annual Plan with over 30 community-based organizations who attended our Consortium Forum and Governance meetings.

2.2 <u>Update for Year 2 Plan:</u> **Describe successes you have had in expanding levels and types of programs in your region, as well as challenges you face.**

A. **Describe successes you experienced so far in Year 1 of your AEBG efforts to address these needs.**

Seamless Transitions – We began to staff Transition Specialist positions in all member districts, whose primary responsibility it is to facilitate warm hand-offs for our students and to provide them with targeted guidance services. Certainly a challenge that slowed our progress was the delay of receiving AEBG funding until well after mid-year, and the

complicated personnel processes in some member districts. These challenges meant that these critical positions, a central feature of our Three Year Regional Plan, and subsequent Annual Plans, were still not fully staffed by Summer 2016.

Our Faculty Work Groups started the work of aligning curricula both between the systems and among the adult schools, including creating rubrics for ESL which lay the foundation for the development of shared assessments in 2016-17. ESL and ASE curriculum coordinators were hired to help facilitate the review of ESL and HS/HSE curricula across our region. As a result, we have started to identify common entry/exit points, to align curriculum and to share materials. The ESL faculties, specifically , have made considerable progress to identify writing and digital literacy as the weakest links in our transitions from adult schools to post-secondary education. Additionally, through the Work Groups we have discussed the need for a common work-based assessment system to support seamless career pathways.

West Valley College co-located both credit CTE and not-for credit ESL classes at Campbell Adult to explore how co-location may better facilitate seamless transition. This is a promising practice that we hope to expand to all adult schools in this next year.

Addressing Gaps - All Faculty Work Groups identified gaps in their program areas and these gaps are areas of focus for our work next year.   The CTE workgroup vetted six non-credit Bridge classes that were developed by the Workforce Institute in the SJECCD; one of which started in summer; students were recruited from all adult schools and enrolled at Evergreen.

We also hired a disability support specialist, working out of Santa Clara Adult School, to work with teachers and students across our region. This person will create resources, design curriculum, and support teachers, so our students with learning disabilities have more opportunities to succeed.

Because of funding delays, limits of funding, and challenges in finding instructors, many waiting lists still existed.   Additionally, work with our partners, and additional community outreach, tells us that there are still communities and populations underserved. The next will be an opportunity to do more focused outreach and marketing.

Accelerated Learning - We have created dual-enrollment opportunities for our students by co-locating college classes on the adult education campuses. Students are able to earn college credit while still attending the adult school. In addition, many adult schools expanded course offerings in Independent Study, ESL, and Family Literacy and utilized blended learning strategies (online learning and tutoring) to help students complete their courses of study faster. One adult school has hired a resource teacher to specifically work with individual students to accelerate the skills (often writing) needed for success in post-

secondary education. West Valley College is developing a "boot camp" Transition Class for ESL students at the adult schools, short term, to accelerate the preparation for adult school students for success in post-secondary learning.

Professional Development - Our Work Groups were asked to identify what types of professional development would be most important for the whole consortium for the upcoming year. As a result, Santa Clara AE hosted a PD on Adult Learning Styles and Brain Development, and West Valley College offered an intensive two-day workshop on IBEST contextualized ABE/ESL models for the whole consortium. Staff at CACE attended the CalPRO training on College and Career Readiness Standards and are now working on embedding these standards across all programs, supporting the consortium-wide effort to align curriculum between the systems. We have many more plans for continued professional development in this next year, including hosting CalPRO training on CCRS at Milpitas Adult School and more contextualized basic skills training.

Leveraging Existing Regional Structures - We hosted community forum meetings and invited our community partners including WDB, Santa Clara County Social Services, representatives from the libraries and others to work with us to address gaps and barriers and to brainstorm solutions and potential partnerships. Specifically, our effort to develop an Immigrant Integration Pathway with clearly identified metrics of progress attracted the participation of a wide variety of local non-profits and county and city government departments. This work will continue to provide opportunities in the next year to expand the collective impact of leveragedregional resources. In our CTE work group, we developed a plan to explore a regional advisory for Career Technical Education next year. The development of the Annual Plan provided opportunities for exploration of other funding in each of the member districts, an area of continued exploration in the coming year. Similarly, our consortium was active and led discussions with other Bay Area consortia to explore working collectively to seek data solutions for AEBG in 2016-17.

A. **Year 1 Describe challenges:**

Some Faculty Work Group members felt that they did not meet frequently enough and that membership and participation were not consistent. Some groups lost momentum and focus between meetings. Internal communication in member districts and common understanding of new roles and decision-making processes required adjustments and will remain an important goal. Also, funding came late in the year to fund some activities, and, by any measure, there is insufficient funding to hire staff needed to make lasting change, especially in the program area of Adults with Disabilities. For example, we still have no ability to formally assess our students for learning disabilities, and since many of our

students live at, or below the poverty level, they cannot afford the price of testing at a private agency.   This is an area for which we want to continue to seek solutions in 2016-17. The late arrival of some funding meant that expanding class offerings was delayed. Additionally, due to the high cost of living in Silicon Valley, there exists a shortage of qualified teachers which also prevented schools from expanding course offerings to underserved areas. Many of our students face barriers at the systemic level which make it hard for them to attend/persist in their classes. The functions of our Transition Specialist, and other guidance staff will need to expand to identify barriers and possible solutions. We will need to expand the reach of our programs by leveraging social service supports so our marginalized students have equal opportunity. Last, but not least, the outcomes and reporting requirements for AEBG which were dynamic and changing well into summer, at the very least diffused our focus. The conflict with other end-of-year timelines made accurate measurement of outcomes challenging. The increased efficiency with which we will collect, analyze and report data on student outcomes is a strong focus for 2016-17.

Year 1 Review and Year 2 UPDATE for all Objectives in Section 4, please provide responses to the following:

1. **Briefly describe the outcomes of your Consortium's top 3-5 activities for each of the Plan Objectives in for 2015-16. Make sure to include successes and challenges.**

We have made progress in mapping out assessments/rubrics in ESL, aligning curriculum in basic skills, and determining Student Learning Outcomes between the two systems in our region.   Assessment and curriculum differences among the four colleges was a challenge.

ESL faculties of both systems worked to align rubrics for writing, identified as the most significant gaps adult school students have as they progress into post-secondary education. Our adult schools worked to update curriculum and instruction with College and Career Readiness Standards. As a result of this work, we have increased articulations between the systems and created classes in which students can be dually-enrolled, receiving college credit at completion. We have identified regional training gaps, and developed noncredit ABE and CTE "Bridge" courses that align with Career Development and College Preparation (CDCP) requirements.

We have successfully planned and delivered two high quality consortium-wide opportunities for adult education professional development (Brain development and IBEST) which will help us better serve our learners with disabilities and implement accelerated learning models. We have hired Transition Specialists and Curriculum Specialists for ASE and

ESL. Our new Regional Disability Specialist has already met with each member institution to determine where planning efforts will be targeted and will continue this work in 2016-17. She is starting work on creating assessments and resources which will be shared by all consortium members

2. What lessons were learned?

We have learned that it takes time, energy and sustained effort to build the structures, practices and relationships that will support systems change.   Mandates will pave the way, but it is common understanding of new structure, and most critically, relationships, that will make change possible.   The energy and efforts towards collaboration and partnership will need to continue in the next year and build upon the significant progress we've made. The general leadership of the Steering Committee will now need to be carried forward by the Transition Specialists/counselors and the faculty and staff entrusted with specific objectives. We need to ensure that our districts, governing boards and community stakeholders are well-informed of our efforts and successes, and we are better able to leverage regional resources. Some of the stakeholders in some of the districts still ask for more information and input into our progress.   Some of our stakeholders are still adjusting to the idea and fact of a "consortium structure." We will continue to work on building a shared public and transparent space for feedback, resources, curriculum, and updates on the progress of our program implementation so all stakeholders feel valued and included. We are proud of our accomplishments after two years of planning, and this first year of implementation, but we acknowledge that the pace of our progress will need to increase in year two. Now that, finally, we have direction on the specific outcomes sought by the AEBG office, and we see how closely it aligns with WIOA program objectives and requirements, we will learn how to have greater focus and efficiency in achieving and tracking the critical data about students and their outcomes.

Again, given the timing of funding, and challenges of implementation, our Annual Plan for 2016-17 bears great similarity to our Annual Plan for 2015-16. In truth, there are more activities repeated from last year's plan than new activities. The timing of implementation as outlined in our Three Year Regional Plan has not been achieved in our first year, but we believe we have learned a lot which will help us see accelerated implementation of these activities in 2016-17.   This first year saw the emergence of structures and relationships that will now facilitate and sustain the systems change needed to support more students moving forward.

3. How will this impact your regional activities moving forward?

We will work harder communicating with our stakeholders, inside and outside our member districts. A much more visible advertising and outreach effort will happen in year two. In addition to recruiting students from places in our region we are missing, we will the work to increase the understanding of our structure and opportunity both among our member districts and community partners. Clarifying the operational relationship with our faculties, our district level administration, and other key staff, will be a focus.

We will continue to work on aligning curricula, creating common assessments and developing accelerated learning opportunities which include but are not limited to: Contextualized work based learning, IBEST, credit dual enrollment and non-credit Bridge classes for our students. We will hire a new Consortium ESL Curriculum Specialist (or distribute this work to the Work Group Chairs) and also continue to review materials, textbooks, share resources and plan and deliver high quality professional development across our consortium. Transition Specialists will be fully operational at all member institutions, and build a strong network among themselce, in order to facilitate the upward mobility of students. The regular collaboration among them will be a critical structure to move the consortium forward.

We will expand regional collaborations with industry and community partners in an effort to develop career pathways for all students but especially to determine competencies, measureable outcomes and pathways for immigrant integration.

Table 4.1c – Objective 3: Other Key Integration and Seamless Transition Activities

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5).Method of Assessing Impact
Continued joint professional development for faculty and guidance staff from both systems focused on themes identified by faculty work groups.	7/1/16 - 6/30/17	ALL SBCAE members	SBCAE members, faculty and partners will understand the "Seamless Transition" process. Personalized education plans will be developed for at least 50% of all new students.	SBCAE member assessment, including fac. Faculty survey and classroom observations. Work Group re
Continue the mapping of courses and SLOs between the two systems.	7/1/16 - 6/30/17	ALL SBCAE members. Work Groups, Chairs of Work Groups, Curriculum Specialists.	Courses articulate across systems. Gaps will be identified and begun to be addressed.	SBCAE member assessment. Mapping documents will show skills alignment and gaps in pathways.
Explore Common Assessment: Map and develop crosswalks among current assessment tools.	7/1/16 - 6/30/17	ALL SBCAE members	All institutions identify measurement of the same skills, even with different tools.- Yes! Students' readiness and progress is tracked with the same measures.	SBCAE member assessment. Common rubrics will be used for writing continuum. All institutions will have aligned assessment data for all instruments used in consortium.
Transition Specialists at all nine institutions will work as a unified network to develop the "No Wrong Door" model, sharing resources, best practices, and data.	7/1/16 - 6/30/17	ALL SBCAE members.	Transitioning students smoothly & quickly between systems, and/or into training and careers, and progress toward immigrant integration.	SBCAE member outcomes for transition or career advancements tracked and increased..

Associate Deans in Evergreen and San Jose colleges will help build new non-credit classes in the colleges and work with the Transition Specialists to develop pipelines and pathways.	7/1/16 – 6/30/17	SJECCD	Support for building non-credit programs in the colleges.	Non-credit programs are approved, faculty supported, and non-credit classes sufficiently full.
Build more Bridge programs in non-Credit and short-term CTE in career pathways aligned to regional needs.	9/1/16-7/1/17	Both college districts	Students move from basic skills to CTE programs that match their needs, and life demands.	More students persist and complete certificate programs and obtain training-related employment.
Explore the development of more apprenticeship programs (e.g. collaboration with South Bay Building Trades)	9/1/16-7/30/17	All Members	Students have more access to apprenticeship programs, preparation for success, and support services	More students complete apprenticeship and are employed in jobs with family-sustaining wages.

Table 4.2 - Objective 4: Key Activities for Addressing Gaps

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
Curriculum specialists and Work Group Chairs will continue to coordinate the review and alignment of curricula and identifying gaps (i.e. digital literacy and	7/1/16 - 6/30/17	All SBCAE members. Faculty Workgroups meet to review alignment mapping.	Curriculum Alignment Among Schools and Between Systems	Analysis of master curriculum alignment document and SLOs across programs and institutions

academic writing).				
All institutions will have Transition Specialists who regularly review data on student transition, identifying promising practices and continuing gaps.	10/1/16 - 6/30/17	All SBCAE members	Transitional Best Practices begin transitioning students; monthly TS network meetings to develop connections	Data systems and practices will track students that transition into post-secondary, including noncredit CDCP "Bridge" or credit programs.
Explore additional Articulation Agreements between adult schools and all colleges especially as we build CTE pathways.	7/1/16 - 6/30/17	All SBCAE members	Increased number of articulation agreements between AE & CC, and "Blanket Articulation Agreement" models evaluated..	All members have recognized articulation agreements; increased number of AE students transitioning to CC through articulation agreements
Continue work to develop program outcomes and performance metrics aligned to student learning outcomes (SLOs) for all AEBG program areas.	7/1/16 - 6/30/17	All SBCAE members. Faculty Work Groups, curriculum specialists.	Clearly defined exit criteria in all AEBG program areas are developed.	Common/aligned "Exit" criteria used to assess and assure readiness for post-secondary training.
Develop a tool for use with immigrant students to identify individual needs, barriers and goals performance metrics for an Immigrant Integration Pathway	7/1/16 - 12/30/17	All SBCAE members. Community partners (ALLIES/Working Patnerships USA)	Clearly defined objectives and metrics of integration for immigrants	Data systems and practices in place to measure progress toward identified objectives.
Work collectively on teacher recruitment in order to expand class offerings in adult schools.	7/1/16 - 6/30/17	All Adult Schools	All adult schools are able to staff the classes offered, to the degree funding allows.	Reduced numbers on waiting lists. Increase number of students transitioning to jobs, career training or

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
				community college
Expand and improve recruitment to noncredit ABE and CTE "Bridge" courses and programs that align with Career Development and College Preparation (CDCP) requirements.	8/1/16 - 6/30/17	SJECCD and WVMCCD Transition Specialists and Associate Deans	Noncredit pathways to CTE certificates	Number of students who register in Bridge programs increases. No Bridge program is cancelled because of low enrollments.
Improve facilities to house new student support services and increase delivery capacity of AEBG services	9/1/16 – 6/30/17	East Side	New offices and classroom space to house transition services, guidance and referral services, and program supports.	Increased number of services and students moving to transition services. Increased number placed in employment.

Table 4.3 - Objective 5: Key Activities for Accelerating Student Progress

2016-17

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
Create and align calendars of offerings in Bridge Programs, Transition Classes, Shorter term bootcamps, contextualized basic skills (IBEST) and other activities that support accelerated transitions.	9/1/16 - 6/30/17	All Adult Schools, All Transition Specialists	Aligned or innovative calendars give students increased opportunities to transition to next level.	Comparing data of transitions/outcomes with 15016 baseline data.
Professional Development in integrating College and Career Readiness Standards into Basic Skills and High School Diploma.	7/1/16 - 6/30/17	All SBCAE members	Teachers have strategies, curriculum, and materials	Decrease in number of students who need remediation

(Including CalPRO Training at Milpitas Adult School). Curriculum adapted, books and materials identified, assessments aligned to CCRS. Prepare for the release of CCRS for ESL.				at college entrance.
Transition and Learning Disabilities Specialists will assist students in identifying and overcoming barriers to learning. Establish system of referrals.	7/1/16 - 6/30/17	All SBCAE members	Increase in annual number of student learning gains, increase in number of students who progress to the next level	Increase in student persistence rates. Data will show shorter time to achieve transition or certification. Referrals will be tracked and followed up to determine success.
Explore establishment of a "Regional Resource Center" for assessing student needs and barriers, similar to the SparkPoint model	10/1/16- 6/30/17	All SBCAE Members. Housed at WI of SJECCD.	Student assessment of needs and immediate referral to resources.	Increased persistence of students.
Professional development models, and instructional de that accelerate student learning (ESL bridge classes, Bootcamps. College classes co-located on adult school sites), Individual Learning Plans (ILP's), embedded teacher-student contact time, accelerated enrollment, contextualized learning).	7/1/16 - 6/30/17	All SBCAE members	Increase in instructor use of models/ promising practices that accelerate student learning	Instructor survey. Student surveys. Classroom observation.
Explore innovative class schedules which give teachers opportunity to have one-on-one time to work with students around goals, skills gaps, or other special needs.	7/1/16- 6/30/17	Santa Clara and Campbell.	All students will have individual plans incrementally developed with targeted supports and referrals.	More students will persist and more data will be collected on student needs and outcomes.

Table 4.4 – Objective 6: Key Activities for Professional Development Collaboration 2016-17

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
Continue professional development in integrating College and Career Readiness Standards (CCRS) into ESL and High School Diploma.	9/1/16 - 6/30/17	All SBCAE members. Focused PD on the adult schools' ESL, ABE, and HSE faculty.	CCRS "shifts" are incorporated into instructional strategies and assessments. Students are prepared to enter college level English classes.	Faculty survey. Faculty Work Group reports. Classroom observation. Measured decrease in number of students who need remediation at college entrance.
Professional development models that accelerate student learning (ESL bridge classes, Individual Learning Plans (ILP's), accelerated enrollment, contextualized learning. Evidence-based instructional practices).	7/1/16 - 6/30/17	All SBCAE members.	Increase in instructor use of models/promising practices that accelerate student learning.	Instructor survey. Faculty Work Group reports. Student surveys. Classroom observation.
System Integration; Joint PD beyond faculty, targeted PD for guidance and support staff in two systems	7/1/16 - 6/30/17	All SBCAE members.	Counselors, Transition Specialists, guidance and classified staff understand both systems procedures, rules and resources.	Communication, referrals, shared resources among institutions and between systems is more efficient.

AWD Specialist works with all members to design professional development with resources and strategies identified to address Learning Disabilities (LD) in all programs.	7/1/16 - 6/30/17	All SBCAE members. Consortium-wide shared counselor dedicated to LD support.	Training on accommodation strategies to identified LD	Faculty Work Group reports - faculty surveys. Classroom observations. Higher percentage of students with an individual education plan, with assessment, and strategies for addressing LD.	

Table 4.5 - Objective 7: Key Activities for Leveraging Structures and Assets 2016-17

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Customers Expected	4.5g. Method of Assessing Impact
Work with Community Partners to develop Immigrant Integration Resources – Individualized Planning and Referrals	ALLIES (external partnership serving ESL and immigrant populations in Santa Clara and San Mateo counties), Working Partnerships USA, and	The Silicon Valley Community Foundation, through ALLIES has funded a regional effort for our consortium to have a tool to use with students to track progress toward immigrant	All SBCAE members	7/1/15 - 6/30/16	ALLIES and AR Coalition combined serve multiple regions in Santa Clara and San Mateo counties. Over 60,000 adult residents of the county	Attainment by immigrants of: driver's license, contextualized skills, involvement in child's education, basic and secondary skills, HSD/HSE. Number of students referred to immigration services increases.

	County Office of Immigrant Relations.	integration.			are unauthorized.	
Expand Partnerships with Community Based Orgs.		Host/attend formal regular meetings with community partners	All SBCAE members	7/1/16 - 6/30/17	All south bay communities	data supporting consortium partner involvement in student services
Focused outreach; hire marketing firm to develop a marketing plan, with multi-lingual materials and media, especially outreach to underserved communities	All members and an expanding number of community partners	Members' websites, catalogs, ad campaigns and other promotion. Consortium website (www.sbcae.org)	All SBCAE members	7/1/16 - 6/30/17	All south bay communities	Increased participation of students from underserved communities and demographics
Expand connections with WDBs and connections to business and industry partners and non-profits	work2future and NOVA WDB. Chambers of Commerce. Community-based organizations	SBCAE making focused visits and developing MOUs,	All SBCAE members	7/1/17 - 6/30/17	Local employers and non-profits.	Employer supported "workplace learning" opportunities. Increased number if referrals.
Conduct grant search and strategic fund development. Explore leveraging other funding in member districts.	All SBCAE members' districts.	Determine eligibility and process to build greater supports for students with additional resources, in and outside the member districts.	All SBCAE members	7/1/16 - 6/30/17	Local community based organizations.	Increased amount of equity funding in colleges and adult schools, and other embedded resources will address adult learner needs. Increased number of referrals to community

					resources.

Year 2 Member Allocations Workbook for Section5.1

Table 5.1.C: Allocation by Objective, Member and Funding Source 2016-17. Fill in your best estimates for AEBG and the other funding sources listed. <u>The funding totals per Member for the AEBG Consortium figures in this table should match exactly what was submitted in the CFAD as their Consortium Allocation per item 1.12.</u> *Indirect and Administration should not be removed from these totals.*

Levels of Service and Assessment of Effectiveness

6.3a NEW English Literacy Civics and Citizenship Outcomes Year 1 (2015-16):

As part of providing services for immigrants, per AB104, consortia will have the option to submit data on student outcomes for civics and citizenship when data is reported and targets are set in August 2016. Since this performance measure was not included in the Year 1 Performance Target Setting for Year 1, it is an <u>optional</u> report for Year 1. However, in Year 2, this outcome area will be added to the Performance Outcomes for AEBG students and will be required for tracking and reporting for 2016-17.

(GET EL CIVICS DATA FROM ALL FIVE ADULT SCHOOLS TO SUBMIT BELOW. ALSO, ARE THERE CITIZENSHIP OUTCOMES FROM WV AND MISSION – THEY HAVE CITIZENSHIP CLASSES RIGHT?)

Table 6.3a English Literacy Civics and Citizenship Outcomes			
Student Population type	Number of individuals in the cohort of students who had civics and/or citizenship goals.	Proportion of students who achieved at least one civics and/or citizenship goal	Proportion of students who achieved more than one civics and/or citizenship goal
WIOA students			
Non-WIOA students			

Year 1 Trends to Date: What trends are you seeing in performance outcomes in these different areas? What are one or two successes you have experienced? What are one or two challenges you have encountered and how did you address them?

● As we built the non-credit CTE Bridge programs in the colleges (first round at Evergreen) the timing of the recruitment was a challenge. In order to sufficiently recruit students from the adult schools, the calendars and schedules will need to align to adult school calendars, or

the Transition Specialists will need to work to help recruit and anticipate the start of Bridge Programs as they work individually with students.

- Co-locating college classes on the adult school campus was a significant experiment that, for the most part, achieved results. Without question, many of the adult school students in those classes would not have "transitioned" if the classes had not been co-located on the adult school campus.   Co-enrollment for some students, however, meant that some lower-level students had skills challenges, and the additional support provided for some classes was critical to the students' persistence and success.   How and when this additional "basic skills" support is provided is an area we will continue to study.

6.3.b Other program effectiveness measures:
List and describe any additional measures you believe SBCAE will be tracking to gauge the impact of our SBCAE Plan effort.

1. Unquestionably, one of the more significant additional measures for our consortium will be the development of a tool for staff to use who work with immigrant students to build individual plans for immigrant integration.   This work with ALLIES, another local non-profit, Working Partnerships USA and many community-based partners, will identify specific objectives for immigrant students with concrete, measureable objectives to mark progress toward those objectives.   The aggregation of these data, we believe, will have a significant impact on what we will claim as adult immigrant students' success. It is, perhaps, not an overstatement that this Immigrant Integration Pathway might have impact on statewide thinking, just as the original ALLIES project itself had some influence on the AB86 planning legislation.

2. We have ambitious ideas to do more outreach to populations and regions of our community from which we have not historically been able to recruit. The advertising and outreach effort will build new "pipelines" into our systems.   More than just recruiting more from local community partners, we hope to identify (and so measure) the recruitment of students we have perhaps overlooked in the past.   Multiple language, new and promising media outreach, perhaps even student "navigators" will draw new participants in, and will need ways to measure who they are and how we are supporting them.

3. Two of our colleges have proposed using the AEBG funding for college-based associate deans, who will focus on the development of non-credit programs at the colleges.   We will look to measure how these positions facilitate an increased number of students from both the adult   schools and other new community recruiting opportunities, not only for entrance into the non-credit programs, but transition from non-credit to credit classes. Not originally part of the Three Year Regional Plan, these positions are projected to increase our outcomes.

6.4 Consortium effectiveness measures:
List and describe any approaches or measures you believe SBCAE will be looking at to evaluate the effectiveness of SBCAE.

1. The adult schools will explore how the clear alignment of WIOA and AEBG will expedite the achievement of greater WIOA outcomes, not the least because of the new relationship of adult schools and the workforce development boards (the consortium's area is split between two). The role of adult schools as core partners in the new One Stop model of WIOA may allow for greater transition to job training and work, as well as offering potential data integration opportunities.

2. In some ways related to number one, SBCAE will have a central role in working with other Bay Area consortia to hire data expertise to guide us all in building more effective data collection and analysis practices with appropriate tools, products and data integration capacity. The progress of this collective work to achieve data solutions will build SBCAE capacity to evaluate our effectiveness and assure that our "data funding" is used to optimize results.

3. It is hoped that the colleges initiatives around basic skills achievement tracking, a common assessment and CalPASS Plus progress, as well as the data "LaunchBoard" that WestEd will develop will give us more resources and tools to measure our effectiveness. Our consortium is committed to working with participating AEBG consortia in the larger Bay Are region where we plan to pool resources to hire expertise to develop data collection solutions, including greater integration across consortia in heavily populated area with mobile students.