

# Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** ( ). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016**.

**Please Note:** Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

## Section 1: Consortium Administration

Consortium Grant Number	Consortium Name
15-328-31	17 Foothill De Anza

### Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
Moody, Keith	Director	(650) 940-6025	keith.moody@mvla.net

### Funding Channel

The consortium has chosen direct funding

### Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically. To add or remove a Member Representative, click **Add / Remove Member Representatives**.

Name	Title	Phone	Email
Mathiesen, Mike	MVLA Associate Superintendent	(650) 940-4667	mike.mathiesen@mvla.net

### Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives**.

Name	Member Agency	Phone	Email	Approved
Villalobos, Katya	Palo Alto Unified School District	(650) 329-3752	kvillalobos@pausd.org	10/23/2015
Ray, Thomas	Foothill-DeAnza Community College District	(408) 864-8546	raythomas@fhda.edu	10/23/2015
Starer, Paul	Foothill-DeAnza Community College District	(650) 949-7777	starerpaul@fhda.edu	10/23/2015
Moody, Keith	Mountain View-Los Altos Union High School District	(650) 940-6025	keith.moody@mvla.net	04/26/2016
Raun-Linde, Peggy	Foothill-DeAnza Community College District	(408) 522-2717	peggy_raun-linde@fuhsd.org	04/26/2016

### Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)

Yes

No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

 [Download Governance Plan Template](#)

## Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.



**Do you have changes to your Organizational Chart? (Select Yes or No)**

Yes  
 No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

## Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

Keith Moody will serve as the project director. He is responsible for calculating the combined expenses that each consortium member sends to him and submitting the ECR to the state, which will be certified by Mike Mathiesen, who is the MVLA Chief Business Officer.

**Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.**

Yes  
 No

None

## Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
 <a href="#">Palo Alto Unified School District</a>	\$1,488,361
 <a href="#">Mountain View-Los Altos Union High School District</a>	\$3,405,220
 <a href="#">Foothill-DeAnza Community College District</a>	\$410,650
<a href="#">Fremont Union High School District</a>	\$2,794,298
<b>Total</b>	<b>\$8,098,529</b>

## Section 2: Plan Summary for Program Year 2016-17

The AEBG effort focuses on the purpose described in AB86: "... to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage." Your AB104 Adult Education Block Grant Three-Year Plan Update summarizes what your Consortium's vision and goals are for your regional Adult Education system. The Annual Plans focus on what will be done to make progress toward that vision each year.

### Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.

The North Santa Clara County Student Transition Consortium (NSCCSTC) encompasses the Foothill-De Anza Community College District service area located in the heart of Silicon Valley, and serves the communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Sunnyvale and portions of San Jose. The NSCCSTC is the governing body responsible for the design, implementation, and oversight of the Adult Education Block Grant (AEBG) Regional Comprehensive Plan. The Consortium includes Fremont Union High School District Adult School (FUHSD), Palo Alto Unified School District-Adult School (PAUSD), Mountain View Los Altos Union High School District Adult School (MVL), Foothill College, and De Anza College. Representatives from each of these institutions along with community agency partners make up the STC Leadership Board. The Consortium's collective mission is to coordinate and integrate programs, create linkages, and develop regional plans to better serve the educational needs of adults in the region.

In Year 1 of the Adult Education Block Grant (AEBG) implementation, the NSCCSTC members worked together to increase and bolster the level and types of adult education programs and services in order to transform the current adult education system into a seamless pathway to career and academic achievement. In order to meet this goal, the Consortium prioritized the following objectives for Year 1:

- Understand local and regional adult education needs
- Identify and address gaps in the existing system
- Increase adult education programs and support services
- Align existing academic and career programs and pathways

During the first year of implementation, the NSCCSTC used AEBG funds to conduct a variety of activities aimed at meeting these objectives, which included hiring faculty and support staff, providing support services, increasing course offerings, developing curricula, and creating bridge courses. During the AB 86 planning effort, the Consortium found that social, economic, and academic challenges adult learners experience become substantial barriers to achieving their academic and career goals. As such, a major component of Year 1 activities involved developing resources and supports, such as transition advisors, to assist students in planning their academic or career pathway and making the transition from the adult schools to community colleges.

Internally, the Consortium's Leadership Board focused efforts on startup activities to develop and define the Board's charter and governance processes. The leadership board developed a decision making process that prioritizes consensus building and dialogue rather than majority votes. The Consortium also implemented a series of strategies to engage stakeholders and the larger public to collect input and feedback on their efforts. The formation of the Leadership Board also required substantial attention in Year 1, as not all members were sure if their institution would fully participate in AEBG implementation. The Leadership Board dedicated outreach and engagement efforts towards the community colleges' members and their leadership to generate buy-in and full participation. A major success of these efforts is the commitment and recommitment of the community colleges' full participation in Consortium's AEBG's implementation.

As the NSCCSTC moves into Year 2, we will continue to build on the foundation set in Year 1 by continuing to bolster the curricula, expand the role of support staff, partners, and other resources, and build capacity within the Consortium. In addition, the NSCCSTC Leadership Board identified the following priority areas for Year 2 implementation:

- Developing a shared data system that improves data sharing of members and aligns with larger regional data efforts of the Bay Area Regional Adult Education Consortia;
- Aligning adult school and community college curricula and academic assessments;
- Providing better guidance and resources to support students transitioning from adult education to community college; and
- Implementing shared professional development opportunities for adult school and community college faculty as a means to increase professional capacity to support the AEBG implementation process.

With the foundation set in Year 1, the NSCCSTC will begin to move forward with transforming the current system into a seamless, comprehensive, and coordinated adult education system that meets the regions educational and workforce needs.

### Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
El Camino Hospital	CTE	Provides internship for healthcare CTE
Hope Services	Community-based service provider	Provides employment and training services to adults with disabilities
Kaiser Permanente	CTE	Partner for healthcare CTE
Mission College	Adult Education/CTE	Partners with Consortium adult schools for CTE's

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

Given the short reporting period for Year 1, the North Santa Clara County Student Transition Consortium (NSCCSTC) has not identified any promising practices for collaborating with regional partners. The Consortium plans to make efforts to identify and document promising practices as they emerge in Year 2 (2016-2017) and Year 3 (2017-2018). Additionally, the NSCCSTC has also prioritized information sharing with other regional consortia in the Bay Area Region as a way to identify new and promising practices and program models.

## Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

In Year 1, the NSCCSTC made progress in expanding the levels and types of services to meet the goals and objectives outlined in its Regional Comprehensive Plan. The Consortium made the most progress in addressing gaps in curriculum and services by increasing services, and supports for adult learners. This effort looked specifically to provide the necessary support and guidance to adult learners to make successful transitions between adult school programs and to community colleges. Each institution hired full-time transition advisors, AEBG coordinators, tutors, and/or pupil personnel services counselors to assist students in transitioning from adult schools to community colleges. The staff also provides students with assistance accessing both academic and community-based resources to support student success. Similarly, both Foothill College and De Anza College took steps to increase staff in support roles to increase outreach efforts to students at adult schools and provide coordination and support for adult learners transitioning from adult schools to each respective community college. This includes hiring academic support staff in the Teaching and Learning Center to provide one-on-one support, as well as summer bridge courses for credit/non-credit ESL students to ease the transition of students coming from the adult schools. FUHSD Adult School increased the number of bridge courses available for ESL students to better scaffold the curriculum and ultimately improve college readiness and ease the transition into college level coursework. Mountain View Los Altos Adult School and Foothill College also established summer bridge programs in order to provide a continuation of student learning over summer and ease transitions into higher level ESL. In an effort to strengthen professional pathways for students, the adult schools also expanded their Career Technical Education (CTE) courses in the medical field as well as developed partnerships with local industry to encourage internship and career pathways for CTE students.

In Year 1, the main challenge experienced by the NSCCSTC was coordinating and collaborating academic and career education programs between adult schools and community colleges. Part of the challenge was with faculty and staff at both adult schools and community colleges being unfamiliar with each other as well as the types of programs and courses at each respective institution. In addition, it took the Consortium time to identify and engage the appropriate CTE college instructors. This challenge was compounded by administrative barriers at one community college that stalled the implementation of AEBG at that institution. Since May 2016, both community college members have addressed administrative challenges and are currently in the process of hiring additional faculty and staff as part of AEBG implementation. Moving forward in Year 2, the Consortium is identifying strategies for better engagement of community college leadership as well as increasing opportunities for interaction and communication between adult school and community college faculty and staff.

Another challenge for the Consortium was the timeframe for Year 1. The NSCCSTC Leadership Board felt with Year 1's shorter reporting period that most of the Consortium's efforts for that period focused on the formation of the NSCCSTC Leadership Board and the development of the Board's fiscal and governance structure. Despite these challenges, the NSCCSTC managed to expand the levels and types of programs within the three adult schools. As mentioned above, the adult schools have implemented a variety of programs, services, and new partnerships as a result of AEBG funding. The Consortium believes that their fiscal structure of direct funding allows members to move forward with implementation of AEBG in cases where other AEBG Consortia have reported implementation barriers and delays.

## Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

During the development of the Regional Comprehensive Plan, the Consortium found that some members have been meeting some of the adult education needs. However, there is still a large unserved segment of the population, which includes immigrants, adults with disabilities, and older adults, that may need access to adult school programs. In Year 1, the NSCCSTC made some progress in providing training and educational services to address the needs of more adult learners. The adult schools expanded ASE, ABE, and ESL course availability, developed new programs and curricula, and provided ancillary support for adult learners. One of the community colleges hired staff and added bridge courses as a way to increase services and address gaps in the current system. The consortium has also found that the workgroups serve as an effective way to identify and address regional education needs and gaps. For instance, the curriculum and alignment workgroups has found that sharing community college and adult education (K12) course outlines and program offerings between institutions as a way to better align the region's course pathways.

Adult schools, in particular, implemented various strategies to align adult education and career training programs to regional needs. For instance, two adult schools expanded current CTE and began a new CTE program in pharmacy tech. One adult school is also currently planning for the Fall 2016 a joint hospitality CTE program with one of the community colleges. ESL courses represent a major need for the region, especially given the region's immigration patterns and diverse immigrant communities. Both the adult schools and community colleges move towards responding to the regional need for ESL courses by providing credit ESL at Foothill College as well as piloting a shared Common Assessment for adult learners wanting to transition to credit courses.

In Year 2 and 3, the NSCCSTC plans to continue building on the progress made in Year 1, to expand the availability of ASE, ABE, and ESL courses as well as develop new CTE and short-term CTE programs that respond to the regional workforce needs. The NSCCSTC is also looking into to how they can use data systems to better align programs to local and regional needs. Fremont Union Adult School is currently hiring a data integration and curriculum administration role to oversee the transition to using ASAP data system, serve in the Consortium's data workgroup, and be the liaison to the larger

BACCC. The other adult schools are considering hiring someone for a similar role or potentially splitting time of one individual to work across all three schools.

A major challenge the NSCCSTC experienced in this area is how to use regional information and data to align adult education programs and services with local demographics and needs. The Consortium has struggled to define what types of programs the region needs based on the data the Consortium currently has available. The Consortium has also found that there is substantial diversity within the region itself, which makes system-level planning more complicated. All members agree that in order to understand regional needs, the Consortium will need to invest in both a shared data system as well as staff and other resources to support system integration, information sharing, and curriculum alignment.

Another challenge encountered during Year 1, is that each of the respective systems within the regional adult system act independently of each other. This makes it difficult to create a responsive adult education system when each of the institutions operates differently. Consortium members may also have varying levels of capacity to understand how their system relates to larger regional needs and how they can address them. As a result, intentional and coordinated planning of the regional adult system has been a challenge. As mentioned in the previous section, the Consortium has made it a priority to identify practices to use local and regional data and to better inform program planning and alignment with regional needs.

## Section 3: Consortium Expenditures by Program Area and Objective

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

Program Areas	2015 - 16 Expenditures						+/-	2016 - 17 Planned Expenditures							
	Budgeted			Spent				AEBG	WIOA	Adult Perkins	CaWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total									
3.1a Adult education (ABE, ASE, Basic Skills)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1b English as a second language	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1d Career and technical training	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1e Adults training to support child school success	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1f Older adults in the workforce	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-	AEBG	WIOA	Adult Perkins	CaWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1b Obj. 4: Gaps in Services	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1c Obj. 5: Accelerated Learning	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1d Obj. 6: Professional Development	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1e Obj. 7: Leveraging Structures	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-								
1000 Instructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-								
2000 Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-								
3000 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	-								
4000 Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	-								
5000 Other Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	-								
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-								
7000 Other Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-								
Indirect / Administration	\$0	\$0	\$0	\$0	\$0	\$0	-								
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>								

Key  
▼ = Under  
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

[1532831 foothilldeanza\\_consortium\\_20160822\\_consortiumexpenditureform.xlsx](https://aebg.cccco.edu/Consortia/Consortia-List)

## Section 4: Consortium Action Plan Review and Update

## Regional Assessment Plan Updates

*Provide a description of your AEBG Regional Assessment Plan, i.e., how students will be appraised, placed, assessed, etc. into the regional adult system as they progress, and as they move among the various schools.*

In Year 1, the NSCCSTC focused on increasing and expanding the levels and types of adult education programs within the region. During these efforts Consortium members identified a need for a shared process to consistently and accurately assess and place adult learners as they enter adult schools and when they make the transition from adult schools to community colleges. Although community colleges and adult schools currently use various types of assessments to assess students for academic and career technical programs, the current tools and systems used by each institution are discrete and not aligned. Additionally, the adult schools and the community colleges each use different data and curriculum management systems, which limits the amount of information sharing that occurs between the adult schools and community colleges. While Consortium members have widely recognized that hiring transition advisors has helped students make transitions between programs, the Consortium has struggled to identify a common tool that they can use across institutions for assessments and placement.

For Year 2, the NSCCSTC has prioritized the development of a regional assessment plan that will guide students to appropriate level of instruction. In the Fall of 2016, Foothill and De Anza Colleges will pilot the Common Assessment. This tool will assess student capacity in several core competency areas. Each institution will be required to map assessment to placement within their individual course levels. This pilot may provide an opportunity for the Consortium to use an assessment tool that provides both competency metrics as well as flexibility to align appropriately to each institution's curricula. The Consortium hopes to use this assessment to define standard scores for ESL placement into credit or non-credit courses, and to better align ESL course levels consistently across the Consortium members. In addition to the pilot, the NSCCSTC is also in the process of exploring other types of assessment tools and practices, including those in the education literature as well as those used by similar consortia. They have also spoken to several vendors about software options and data systems. In Year 2, the NSCCSTC members will begin a process of reviewing assessments at each institution to identify commonalities across adult school and community college assessment constructs.

Lastly, the NSCCSTC plans to conduct student and faculty surveys to assess AEBG program performance. Surveys will also serve as means to collect student and faculty perspectives on the impacts of AEBG programs and services on student success. The Consortium will survey students at the end of each academic term and will survey faculty on an annual basis. The student survey will likely focus on their experience of AEBG academic and career program components and ancillary services as well as the impact on academic and career progress. The faculty survey will likely cover similar constructs to the student survey, and will also measure the effectiveness of new practices and programs from a pedagogical perspective. This survey will help the NSCCSTC to better understand the impacts of the AEBG programs as well as to identify areas of challenge and need.

**What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.**

Name	Vendor	Core Services
No Data		

## Student Data Tracking

*Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student / classroom level? How will this system enable you to meet the targeted program outcomes?*

In Year 1, the NSCCSTC established the AEBG data capacity workgroup. This workgroup is tasked with the research and planning of improvements to the Consortium's capacity to collect and report student data measures and outcomes. Currently, the NSCCSTC does not have a shared data system to track student performance across the Consortium. As such, each institution must employ a variety of strategies to track student enrollment, demographics, and performance across Consortium members. Student performance will be tracked through a variety of measures that include using student self-assessment surveys, student-level data collected through the tracking process, and post-transition follow-up.

In Year 2, the NSCCSTC aims to identify ways that Consortium members can better share data and use it to track program performance as well as to inform future planning and funding allocation. The NSCCSTC is also participating in an effort led by Bay Area Community College Consortia (BACCC) to pool resources and assess regional data capacity and software possibilities in order to create an open-source, data-integration dashboard for the region's adult education consortia. The initial goal of this effort will be to understand what the scope and cost will be for a regional data system for Bay Area Consortia. This assessment is projected to be completed by December 2016.

Additionally, the adult schools are currently exploring utilizing the software platform, ASAP, for registration and curricula management. ASAP implementation is expected to improve the adult schools' capacity to report on AEBG performance measures and improve information sharing between schools.

**List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.**

Name	Vendor	Core Services
ASAP	ASAP	Class activity management, student information management Services

## 2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

- (A) Improved literacy skills
- (B) Completion of high school diplomas or their recognized equivalents
- (C) Completion of postsecondary certificates, degrees, or training programs
- (D) Placement into jobs
- (E) Improved wages

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

### Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

In Year 1, the adult schools and one of the community colleges hired transition advisors and pupil personnel services counselors to help guide adult learners through the various pathways to academic and career success. At the adult schools, transition advisors held hosted activities such as workshops and informational events to inform and educate adult learners about the courses and course/career tracks available. For example, FUHSD Adult School has developed a new intake procedure for new students and now requires that they attend an orientation seminar called Students Orienting to Academic Readiness (SOAR). In Year 2, the NSCCSTC plans to expand their role to include activities such as assessments, placements, and goal setting, as well as providing case management functions such as referrals to academic and social support services.

A major success for Year 1 was the Consortium's efforts to engage with the community colleges and receive buy-in to participate in AEBG implementation from each college's administration. Since joining the Consortium, faculty and staff from both colleges have joined the AEBG workgroups and are now working with adult school faculty and transition advisor to better understand and align each other's curricula. The Consortium also plans to continue to develop articulation agreements between adult schools and community colleges for CTE courses and expand ESL bridge courses at the adult schools.

### Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

**Response:** (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
Conduct pilot of the Common Assessment	Consistent standards and metrics for placement	Evaluation of pilot after 1 year
Formation of articulation agreements between Adult Education (AE) and Community Colleges (CC) for CTE and other courses to provide college credit for aligned courses without assessment	Increased alignment of AE and CC curriculum	# of aligned courses and programs
Increase transition staffing and resources to increase the number of successful transitions from adult schools to community college programs	Improved transition from the AE to CC; Increased resources to inform students about transitions process	# of successful transitions # of student support services and other resources Student satisfaction survey
Conduct an assessment and inventory CC academic and career programs to use as a tool to help students make informed career and academic decisions	Improved planning capacity; Increased transitions from AE to CC	Program and curricula assessment complete; Development of course pathway inventory; # of successful transitions from adult schools to community colleges

### Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

In Year 2, the NSCCSTC will continue to work to address service in the regional adult education system. During the development of the Consortium's Regional Comprehensive Plan, the NSCCSTC identified and prioritized the following five service gaps:

1. Creating consistent, coordinated supports for students across educational and career pathways.
2. Developing integration with industry leaders and partners to better meet program and student instructional needs.
3. Determining a single point of entry, assessment, and resources for students.
4. Enhancing student engagement and retention strategies to increase program completion rates.
5. Expanding courses in soft skills that emphasize critical thinking, communication, team building, collaboration,

and problem-solving.

Prior to Year 1, a major need for the Region was to create a system of coordinated and consistent academic and career education opportunities as well as services and supports for students. To address these gaps in Year 1, NSCCSTC implemented strategies that focused largely on supplementing existing programs and curricula with an adequate level of learning materials, faculty, and other resources. The Consortium's main focus in this area is to reduce barriers to student success. For example, financial barriers such as tuition and fees often prohibit students with limited resources from completing a program. In response to this need, the Consortium provided more scholarships and tuition waivers as well as making the GED tuition-free. Fremont Union Adult School is currently working with a local community-based organization (CBO) to develop and create ESL and GED programs targeted for Transition-Aged Youth (TAY) and foster youth. Other strategies the Consortium implemented to reduce gaps and address needs include:

- Hiring transition support staff at the adult schools and community colleges;
- Establishing a student support workgroup that focused on developing resources, supports, and others services within the consortia; and
- Developing scholarships funds and other resources through partnerships with community groups.

At the same time, each of the Consortium's institutions also looked at the Regional plan and explored opportunities to better align adult education programs with regional needs. Several of the adult schools started to invest in new CTE programs in healthcare professions. Adult schools have also integrated guidance from the Department of Rehabilitation to perform more assessments of writing and reading skills. In Year 1, the adult schools took a major step by establishing new MOU's with NOVA Job Center and the local Workforce Investment Board (WIB). The Consortium plans to work more closely with these partners over the next two years to develop a more consistent and coordinated workforce training and education system.

In Year 2, the Consortium expects to continue to focus on identifying and addressing both the needs of the current adult education programs and the regional needs for adult education.

**Objective 4 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Implementing student resource and learning centers to provide additional academic support	Increased academic success; Reduction in academic barriers for adult learners	# of students attending resource center hours Academic performance, retention, and persistence of students using resource center;
Developing partnerships with local community groups and CBOs to raise funds to provide scholarships for students with limited financial means	Reduction of financial barriers; Increase in available resources; Increase student retention and persistence	# of new scholarship opportunities; # of new partnerships
Engaging with other consortiums for information sharing on practices to better coordinate AE and CC systems	Identification of best practices and models; Increased collaboration and coordination of efforts with regional consortia;	# of best practices identified; # of regional efforts to address student needs
Creating incentives to encourage workforce and business stakeholders to provide more training, intern, and employment opportunities for adult CTE students	Increase in the number of training and employment opportunities; Increase in CTE student workforce competitiveness	# of new partnerships # of new internships and training opportunities # of students who successfully find employment

**Objective 5: Acceleration**

*Activities and plans to accelerate student progress toward academic and/or career goals.*

During the regional planning process, the NSCCSTC identified various strategies to help accelerate students' progress towards their academic goals. The strategies the Consortium identified were a combination of practices already in use within the region or practices in use by other adult education and community college programs. These strategies correspond to three primary categories that relate to student progression:

- Student Support
- Curriculum Development
- Alignment and Articulation

In Year 1, the NSCCSTC implemented a variety a strategies into existing basic skills, ESL, and career programs to help accelerate student progress toward meeting their academic and career goals. A large focus of Year 1 has been increasing the types of services and resources for students to reduce barriers and increase student engagement, persistence, and retention. As mentioned in previous sections, using AEBG funds to hire transition advisors and Pupil Personnel Services Counselors at the adult schools and Foothill College has allowed students to access personalized one-on-one support, and increased the capacity of each institution to link students to various academic and community-based resources. The Consortium also recognizes that many of the barriers for students involve various social and economic challenges and disparities outside of an academic setting. In Year 2, the adult schools and community colleges aim at expanding the role to include larger case management functions that would allow them to provide referrals and connection to various resources and services within their community in order to better support students. In this vein, the adult schools are engaging both public and community-based service providers to build new partnerships and strengthen existing ones in order to create a more seamless continuum of services and referrals for adult learners.

The adult schools also focused on developing ASE, ABE, and ESL curricula to integrate and contextualize various types of skills needed to effectively enter the workforce. Currently adult schools are focusing on increasing alignment of courses and curricula with academic standards. FHUSD has taken an approach of increasing academic rigor by adopting academic reading and writing in ESL and aligning course sequences to the California State University's Expository Reading and Writing Course. They have also focused on realigning the ABE and ASE curriculum to the College and Career Readiness Standards. Adult schools have IT resources such as desktop computers, laptops, and tablets for instructors to integrate

in their classroom activities as a way to increase student familiarity and skill in using computers. ESL, ABE, and ASE instructors have provided workshops and classroom activities aimed at building student capacity in certain soft skills such as resume building, job searches, and interviewing. In Year 2, the adult schools hope to see more formalized structure added to these efforts. The Consortium hopes to use the Curriculum Development Workgroup to support members in identifying and sharing best practices and curriculum design. Additionally, the Consortium expects to work closer with industry partners in the coming year to identify specific types of workforce skills that can be integrated into ABE, ASE, and ESL curriculum. By doing so, the Consortium hopes to: 1) strengthen and solidify partnerships with regional industries; 2) increase and streamline career pathways; and 3) increase workforce competitiveness for adult learners by increasing their capacity in certain workforce skills.

The NSCCSTC views curricula alignment and articulation agreement development between adult schools and community colleges as a high priority for Years 2 and 3. The Consortium was unable to make significant progress in this area due to short reporting period for Year 1, as well as start-up delays at the community colleges. The NSCCSTC hopes to use the current AEBG workgroups to familiarize adult school and community college staff with the sequence and structure of each other's curricula and to identify initial steps to align curricula and develop articulation agreements. Additionally, the adult schools plan to work with Foothill College to pilot the ESL placement test and identify scores for placement and credits. The goal of this pilot will be to identify skill levels for credit ESL and more efficiently place ESL students in the appropriate course level.

**Objective 5 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Activity Increase and expand role of transition advisors and PPS counselors to include case management functions and academic/career pathway planning	Increase in student retention and persistence; Acceleration of student progress towards program completion	Time to completion of academic and CTE program
Develop and/or identify Instructional materials that integrate and contextualize soft and workforce skills into everyday lessons for ABE, ASE, and ESL students	Increase in student workforce readiness; Increase in soft skills	# of courses with soft skill and workforce skills components; Student satisfaction survey
Strengthen partnership with public and community-based service providers to leverage existing resources to support adult learner's physical and mental health, and overall wellbeing	Increase in student retention and persistence; Reduction of non-academic barriers to success	# of resources available to adult learners; # of referrals provided
Strengthen industry partnership to identify and integrate workforce skills into adult education curricula	Increase student workforce readiness; Increase in student retention and persistence; Increase in CTE program completion	# of industry partnerships; # of AE curricula with workforce skills; # of VESL courses

**Objective 6: Shared Professional Development**

*Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.*

In Year 1, the NSCCSTC largely focused on increasing the capacity of existing instructors to better use technology and other resources to increase accessibility to course material and improve student performance. Adult schools made a lot of progress integrating technology to enhance student learning. The adult schools have made most of their ESL and GED programs available online to expand access for students. Both Mountain View Los Altos and Fremont Union Adult Schools have increased the number of desktop computers, laptops/Chromebooks, and tablets available for students to use during both instruction and study. The Consortium also focused professional development activities toward creating opportunities for faculty and staff from each institution to meet and build relationships between programs, and work towards future alignment and coordination of various academic and career pathways for adult learners. The workgroups have served as the primary venue for this effort, but the Consortium looks to identify opportunities to build relationships between faculties.

An area of challenge for the Consortium has been to create consortium-wide professional development opportunities that bring together both adult school and community college faculty and staff as a means to increase collaboration, team building, and understanding of the other's respective system. Although the workgroups provide some opportunities for this, the challenge has been creating more buy-in and interest among the community college faculty and administrators. In Year 2, the NSCCSTC plans to focus their engagement efforts to increase community college participation in the workgroups and other professional development activities. In addition, the Consortium also expects to continue to identify new or promising instructional practices to better contextualize learning in a career or adult education environment.

**Objective 6 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Continue to build capacity to use technology to enhance student learning	Increase in student completion of academic and CTE programs; Increase in student capacity to use technology	# of new technology resources; Student satisfaction survey
Increase efforts to engage CC faculty and staff to participate in workgroup and professional development opportunities	Increase collaborative relationship of NSCCSTC faculty; Increase faculty capacity to support AEBG implementation	# of shared professional development activities; # of faculty networking events; Faculty Survey
Integrate new models for instructional strategies that focus on contextualized learning within career or academic pathways	Use of best practices and instructional models in adult education; Increase in student success, persistence, and retention	# of new practices identified; # of courses that use best practices; # of students who successfully complete program
Increase participation of faculty in AEBG workgroups and implementation	Increase faculty understanding of AEBG objectives and program areas; Increase faculty participation in AEBG workgroups	# of faculty participating at AEBG events; # of faculty in workgroups

**Objective 7: Leveraging Resources**

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

In the Regional Comprehensive Plan, the NSCCSTC identified various strategies to leverage resources to create or expand programs and services for adult learners. As Year 1 was a short year with a various startup tasks, the Consortium was not able to dedicate as much time to identifying and leveraging existing resources. Many of Objective 7's activities focused on developing and leveraging partnerships within the local business community, workforce organizations, and other regional collaborative efforts. The NSCCSTC decided in Year 1 to wait to engage these partners until the Consortium has the structures and programs in place to sustain the partnerships. One adult school has been working on an effort by the Department of Rehabilitation and Kaiser Permanente to expand opportunities for adults with disabilities in the medical field. The adult schools feel that this is a good model that they could apply to other fields and are currently exploring the feasibility of a similar effort in the hospitality industry. For Year 2, the NSCCSTC plans to continue to bolster current partnership while focusing new efforts on identifying the types of resources and partnerships current and planned adult education programs need or could benefit from.

**Objective 7 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Identify and leverage resources and partnerships adult education programs could benefit from	Rotary; Kiwanis	Academic and financial resources for students	Increase the available academic, financial, and support resources for students and programs; Reduce barriers to adult student success	☐ # of new resources available # of new AEBG partners; Student Satisfaction Survey; Faculty Survey
Leverage existing partners from the business community to aid and enhance the transition to employment	Local CTE-related industry	Intern/Externships for CTE students; Employment opportunities for CTE students	Increase intern, extern, and employment opportunities; Increase workforce readiness of adult students; Increase in CTE completion	# of employment opportunities connected to CTE programs; # of students who receive employment via partnerships; # of students who have an CTE ex/internship; # of students who receive training from partners
Formalize working relationships with existing regional collaborative structures	El Camino and Kaiser Permanente	Educational and career training for CTE students	Increase in academic and career opportunities for students; Increase in student success, persistence, and retention	

**Section 5: Annual Plan Submission**

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

**Certification (Required)**

I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document.

I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature

A handwritten signature in black ink that reads "Keith Moody". The signature is written in a cursive style with a large, stylized initial "K".

[Click here to confirm that you are ready to submit your Annual Plan.](#)