

Table 3. Progress Indicators

Provide three to five SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which your consortium will assess progress and impact during the next three-year cycle. These objectives should map directly to your Logic Model activities, outputs, and / or outcomes, as these will be a driving factor for annual plans throughout the funding period.

Example: By May 2019, increase the number of agencies that have aligned CTE pathways and developed comprehensive program maps from 2 to 10.

- 1.** By August 31st, 2019, create a resource database of local consortium program contacts and services to be used for students support as well as a marketing tool with an info-graphic available by September 30th, 2019. (See additional details in the table below.)
- 2.** By September 2020, develop a matrix of student actions, behaviors and attitudes that are commonly shared by a cohort of successful students who have transitioned to the community college from the adult schools. (See additional details in the table below.)
- 3.** By June, 2020—increase support for adult school students with financial barriers by a) having dual enrollment fee waivers for co-enrolled adult school students and b) have two adult school classes articulated with one or more of the colleges. (See additional details in the table below.)
- 4.** By September 2020, create a non-credit ESL Program at DeAnza College with articulated curriculum and placement measures for transitioning adult school students. Success will be evaluated based on the following: For the 2020-2021 school year, transition an amount of adult school students equal to or above 50% of the total students transitioned to Foothill College Non-Credit in 2019-2020. (Note: DeAnza College anticipates piloting two classes in September 2019.)
- 5.** By June 2021, members of the Curriculum Alignment and Articulation Work Group (with assistance from other Work Groups) will map career pathways for all Adult School programs to both Community College programs. These maps will be produced in a format that can be used as counseling materials as well as by published on the Consortium website.

2.5 Piloting and Implementation

For the three of the five smart goals, details of the implementation activities are added below.

Smart Goal	Pilot Parameters and Activities	Responsible People/Group(s)	Indicator(s) of Success
By August 31 st , 2019, create a resource database of local consortium program contacts and services.	Create both a resource matrix of information and an info-graphic. Work with Director of Consortium to put on website and utilize in social media and, if applicable, marketing campaign.	Student Support Services. Project managers: Adrienne Moberly (FUHSD AS) and Dave Capitolo (DeAnza CC)	By September 30 th , 2019: Put in use as a resource tool for staff and students on the consortium website; put into use as a marketing tool on at least social media.
By September 2020, develop a matrix of student actions, behaviors and attitudes that are commonly shared by a cohort of successful students who have transitioned to the community college from the adult schools.	By September 2019, a) create survey questions for incoming community college freshmen who are transitioning from the adult school; b) identify a cohort of students and administer the survey quarterly beginning in October 2019; c) engage the help of the Data Work Group to define and set data parameters of persistence; d) by September 2020—utilize the survey results to 1) develop a matrix of student actions, behaviors and attitudes that are commonly shared by successful students who have transitioned from the adult schools to the community colleges; b) work with the Professional Development workgroup to carry out a consortium-wide training about these actions, behaviors and attitudes and generate activities at the	Student Support Work Group. Project managers TBD. Data Work Group to determine definition and data parameters for “persistence.” Professional Development Work Group to help train consortium-wide staff and faculty in the results.	By June 2022, see a minimum of a 10% increase in former adult school student persistence and completion rates at the community colleges.

	community college to further this support; c) have consortium-wide transition procedures, services, and curriculum that all adult school students receive		
By June, 2020— increase support for adult school students with financial barriers by a) having dual enrollment fee waivers for co-enrolled adult school students and b) have two adult school classes articulated with one or more of the colleges.	a) Dual Enrollment Fee Waivers: Leadership Board members and the Director of the Consortium will work with the colleges to change Board Policy to allow for the same dual enrollment fee waiver as K-12 students; b) CTE members from the Adult Schools with administrative support from CCs will collaborate with specific CC departments to find the first two areas where there can be an alignment of curriculum. They will go through the specific department process for creating the articulated agreement.	Leadership Board, Consortium Director and Curriculum Articulation and Alignment.	a) a written policy and process for fee waivers will be disseminated by June 2020; b) an MOU or equivalent document will be signed establishing the articulated agreement and the opportunity will be advertised in adult school brochures and websites as well as the consortium website.