



Revised Adult Education Block Grant Annual Plan Template for 2015-16

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number:

1.2 Consortium Name:

1.3 Primary Contact Name:

1.4 Primary Contact Email:

If applicable:

1.5 Fiscal Agent Name:

1.6 Fiscal Agent Email:

1.7 Identify each member organization currently within your Consortium, and your Consortium representative.

Table 1.7 – Consortium Membership (add rows as needed)

1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
Foothill College	Paul Starer	(650) 949-7777	starerpaul@fhda.edu	October 23, 2015
De Anza College	Thomas Ray	(408) 864-8546	raythomas@fhda.edu	October 23, 2015
Fremont Union High School District Adult School	Peggy Raun-Linde	(408) 522-2700	peggy_raun-linde@fuhdsd.org	October 23, 2015
Mountain View-Los Altos Adult School	Keith Moody	(650) 940-1333	keith.moody@mvla.net	October 23, 2015
Palo Alto Adult School	Katya Villalobos	(650) 329-3752	kvillalobos@pausd.org	October 23, 2015

1.8 Use the [Governance Template](#) to describe how your Consortium operates programmatically and fiscally.

[See attached Governance Template](#)

1.9 Attach an organizational chart to this plan submission. Show member relationships (including reporting) and interface with key partners, and identifying the fiscal agent (if applicable) and primary contact. See Guidance for sample and definitions.

[See attached Governance Template](#)

1.10 Whether using a single fiscal agent or not, describe how you are fiscally managing your block grant. How are you rolling up grant expenditures to certify and report to the State? Who will be your Certifying Officer?

The STC has elected not to have a fiscal agent and will instead have equal distribution of funds for each consortium member. Each member will receive their funding directly. The STC representative from Mountain View Los Altos, Keith Moody, will serve as the AEBG grant coordinator.

Mike Mathiesen, Associate Superintendent of Business Services at Mountain View Los Altos will serve as the Certifying Officer. Mr. Mathiesen will provide the STC with fiscal oversight and consultation to ensure accuracy and statutory responsibility of AEBG funding management and billing.

Section 2: Plan Summary for Program Year 2015-16

The AEBG effort focuses on the this 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 by the end of the three-year implementation period (by the end of program year 2017-18). The annual plans will focus on what will be done to make progress towards that vision.

2.1 Provide an Executive Summary regarding how your Consortium proposes to make progress in program year 2015-16 towards the realization the vision and goals of your Consortium’s AB104 AEBG Three-year Plan referred to above. What will your system look like by the end of 2015-16?

See Guidance document for more information about this narrative.

The North Santa Clara County Student Transition Consortium (STC) 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 STC is a partnership effort between the Foothill College, De Anza College, Palo Alto Unified School District-Adult School (PAUSD), Fremont Union High School District Adult School (FUHSD) and the Mountain View Los Altos Union High School District Adult School (MVLA). Our 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. Representatives from each of these institutions along with community agency partners make up the STC Leadership Board.

In March 2015, the STC Leadership Board submitted to the California Department of Education the Consortium's AB 86 Comprehensive Regional Plan to the California Department of Education for the Adult Education Block Grant (AEBG). The Comprehensive Plan outlines the STC's objectives and strategies to identify and implement the policies, pathways, and procedures for transitioning adult learners seamlessly from one learning venue to another. The STC's objectives for 2015 to 2018 are to:

1. Set up a coordinated system that allows students to seamlessly move between systems and into the workforce.
2. Align and share applicable assessments.
3. Establish a student data-tracking system including individual student's learning plan.
4. Remove barriers to student access and educational/employment goals.
5. Provide student support through mentoring, supplemental instructional support, and case management.
6. Ensure that staff and faculty have the tools and resources to effectively work with transitioning students.
7. Increase business and industry partnerships to enhance student opportunities for apprenticeships, mentorships, job shadowing, and employment.

For Year 1 (2015-2016) of the AEBG, our focus is: 1) to incorporate additional strategies and goals to ensure our plan includes strategies for all seven of AB104's program areas; and 2) to begin implementation of our Regional Comprehensive Plan. As our Comprehensive Plan's goals aim for systemic changes to the Region's adult education system, we acknowledge that its implementation will require ongoing engagement and planning of each of the STC's institutions to ensure implementation is successful, sustainable, and feasible. Starting in the Fall of 2015, the STC Leadership Board will lead workgroups across seven topic areas:

- Student Support Services
- Faculty Professional Development
- Curriculum Development
- Articulation and Alignment
- CBO and Local Government Partnerships
- Industry Leaders and Employer Partnerships
- Data Systems

Workgroup will be made up of staff, faculty, and student representative from each of the consortiums members institutions and will support implementation throughout the entire three-year AEBG period. Each of the workgroups will identify topic-specific barriers and facilitators to the Regional Plan's implementation and assist with the STC with development and implementation of the Regional Plan's strategies. In addition to establishing the workgroups, the STC Leadership Board has identified "low hanging" strategies and benchmarks for the STC to achieve in the 2015-2016 academic year:

1. Take steps to be a more cohesive and collaborative consortium by...

- Fostering a shared understanding among adult schools and community colleges of each other's curriculum, courses, assessments, and standards.
- Improving communication and collaboration among faculty and leadership from adult

education, community colleges, and ESL programs.

- Developing agreements and MOU's with our partners to operationalize greater communication and collaboration.

2. Develop a seamless transition process for students to enter community colleges from adult schools by...

- Implementing a fee-waiver for adult education students concurrently enrolled in community college courses.
- Aligning efforts between adult education transition advisors and community college outreach.
- Creating a map of courses to each education or career pathway that includes an inventory of courses, entry requirements, costs, and time to complete at each site.
- Identifying resources for adult education learners from community-based organizations, service providers, and other external entities to support student success.

3. Facilitate effective and productive workgroups by...

- Developing Specific, Measureable, Achievable, Realistic, and Timely ("SMART") goals for each workgroup collaborating on this effort.
- Engaging and motivating workgroup members to accomplish their goals.
- Coordinating communication across the Leadership Team and workgroups to result in recommendations to propel the Consortium to meet its objectives as outlined by the *Regional Comprehensive Plan*.

4. Investigate potential data sharing systems and/or processes for adult education and community colleges to adopt by...

- Assessing the possibility of integrating adult education data into CC Apply system.
- Identifying liaisons to support data sharing needs that could result in a coordinated data collection and reporting process.
- Streamlining current communication and information sharing processes regarding common data indicators and measures.

Section 3: Consortium Services and Funding Allocations

3.1 Consortium Services by Program area, Member and Funding Source (Estimated). Please identify the types of services your Consortium will provide, and the funding that will go to support these efforts. Information about *Levels of Service* will be gathered in Section 6. Using the [Member Allocations Workbook](#) for **Table 3.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 3.1 should not include those expenses.

Table 3.1 Consortium Services by Program area, Member and Funding Source (Estimated)

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CallWorks	LCFF*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
3.1a - Adult Education (ABE, ASE, Basic Skills)										\$0
3.1b - English as a second language										\$0
3.1c - Pre-apprenticeship training										\$0
3.1d - Career and Technical Education										\$0
3.1e - Adults training to support child school success										\$0
3.1f - Older Adults in the workforce										\$0
3.1g - Services for Adults with Disabilities										\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

EXAMPLE

REVISED 3.2 Consortium AEBG Allocations by Member (Estimated).

NEW INSTRUCTION: Table 3.2 will capture total AEBG MOE and Consortium Allocations, and the amounts of those figures that will go Administration (5% cap) and the MOE Indirect amount that will be charged to the AEBG. Using the [Member Allocations Workbook](#) for Table 3.2, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

3.2 Consortium Allocations by Member (Estimated)

	Total Allocation to Member	Indirect Fees (MOE Only)		Administration (≤ 5% of total Consortium AEBG funds)	
		\$ Amt	%	\$ Amt	%
3.2a - Maintenance of Effort (MOE)	\$50,000	\$300	1%		0%
3.2b - Consortium Allocation					
Total	\$50,000	\$300	1%	\$0	0%

EXAMPLE

Section 4: Overview of 2015-16 Action Plans

Building off of your AB86 Final Plan, your AB104 Three-Year Consortia Plan Update and expected accomplishments for the 2015-16 program year, briefly outline your Consortium’s top **3-5 key activities** for each of the Plan Objectives listed below for 2015-16. The original AB86 Objectives language has been adapted to the AB104 AEBG context.

4.1 Objective 3: Integrate existing programs and create seamless transitions into postsecondary education or the workforce. How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Plans to facilitate transitions from adult education to college or career should include activities to support program alignment and pathways. Plans should also address support services needed to

ensure that students have access to educational advising and that they develop educational plans to help them move toward their academic and career goals. Describe the specific activities the Consortium will employ to create the following:

- Educational pathways
- Alignment of:
 - Placement
 - Curriculum
 - Assessments
 - Progress indicators
 - Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.
- Transition strategies among the Consortium participants' systems including:
 - Communication paths among Consortium participants and higher education institutions
 - Defined and articulated pathways to postsecondary education or the workforce
 - Embedded access to student services including counseling, guidance, and follow-up

4.1a 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. What tools and vendors will you be using for these activities?

The STC Regional Assessment Plan aligns and connects Adult Education programs to postsecondary academic pathways and/or career pathways leading to employment. Educational and career alignment is an essential step to ease student transitions in order to realize academic and/or career goals. To achieve this aim, the Consortium will work to align placement and assessment tools, curriculum, and measurement of student outcomes across delivery systems, bolster and define communication paths among Consortium participants, and embed access to student services within educational programming. The Consortium will identify new strategies as well as engage in the expansion and integration of existing transition strategies within and between Adult Schools, Community Colleges, and career pathways. The strategies identified correspond to four primary pathways including:

1. **Transition from Adult Education to Community Colleges:** The STC will implement five strategies that will support students' seamless transition from Adult Education to postsecondary education. Each strategy will reduce barriers to transfer/transition by providing students with clearly articulated transition paths from Adult Education programs to Community Colleges through: 1) curriculum alignment; 2) placement and assessment tools standardization; 3) provision of bridge courses; 4) assist students through mentorship; and 5) targeted outreach activities
2. **Adult Education Programs and/or Community Colleges to Career Pathways:** The STC will implement strategies to support transitions from Adult Education Programs and Community Colleges to career pathways including: 1) embedding essential skills into Adult Education programming; 2) providing student information through hosting career fairs; 3) developing and strengthening partnerships with local industry, employers, and organizations to provide volunteer and employment opportunities; and 4) curriculum advising.
3. **Adult Education Programs to Career Pathways:** Adult Education Schools in the STC will offer career-counseling services to work 1-on-1 with adult learners looking for employment or seeking support with transition into the workforce.

4. **Transitions and Transfers within Adult Education:** They STC will implement supports to better facilitate the transition of adult learners within Adult Education courses or between different Adult Schools that may have resources better suited to their needs. Enhanced transition supports within Adult Schools will help adult learners transitioning from ESL to basic skills and Community College or vocational preparation.

Since the State assessment policy is still in development, our focus for 2015-2016 is to establish processes and policies that enable STC institutions to track and report student success. In Year 2 (2016-2017), we will further refine and develop our Regional Assessment Plan based on the State’s assessment policy.

4.1b 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?

The STC will employ a variety of strategies to track student enrollment, demographics, and performance across consortium members. For the 2015-16 year, the STC will track student enrollment and demographics through the current system used by each of the consortium members collect and store student data. Student performance will 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. Currently, the STC does not have a shared data system to track student performance across the consortium. In Year 1, the STC will establish the data capacity workgroup. For 2015-16, this Workgroup will begin research and planning into improvement to the STC’s capacity to collect and report student data and measure outcomes.

4.1c – Objective 3 continued: List other activities to integrate existing programs and create seamless transitions into postsecondary education and/or the workforce.

Table 4.1c – Objective 3: Other Key Integration and Seamless Transition Activities (add rows as needed)

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
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	Depends on stage of curriculum development and length of approval process at CCs	<ul style="list-style-type: none"> De Anza College Foothill College Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD 	<ul style="list-style-type: none"> Increased alignment of AE and CC curriculum Improved transitions from AE to CC 	<ul style="list-style-type: none"> Articulation agreements in place, number of AE students successfully transfer to CC
Targeted outreach to AE students through expansion of “Student Ambassador” program and Adult School participation in College Fairs	Quarterly meetings starting in Fall 2015	<ul style="list-style-type: none"> De Anza College Foothill College Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD 	<ul style="list-style-type: none"> Increased retention and success of transitioning adult students at community colleges 	<ul style="list-style-type: none"> Availability of CC student ambassadors at all AE campuses # of students engaged by student ambassador # of Adult Schools participating in job/college fair
Expansion of Bridge Courses to all Adult Schools and to include basic through	Began in 2015; continued discussion with workgroup through 2015 to establish three-	<ul style="list-style-type: none"> AE Faculty for Bridge workgroup (2 Bridge, 1 ESL) 	<ul style="list-style-type: none"> Increase in retention and success of ESL students at adult schools 	<ul style="list-style-type: none"> Availability of Bridge courses at all AE campuses; # of students

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
advanced level courses.	year timeline			transitioning between levels
Embedding job search skills, soft skills, and computer skills in CTE training and ESL courses	Continued discussion with workgroup through 2015 to establish timeline	<ul style="list-style-type: none"> De Anza College Foothill College Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD 	<ul style="list-style-type: none"> CTE/ESL students transition into the workforce with greater ease and success 	<ul style="list-style-type: none"> # of CTE/ESL courses with embedded skills
Fulltime transition advisors and case managers to work 1-1 with adult students	Hiring of advisors in Summer/Fall 2015	<ul style="list-style-type: none"> Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD 	<ul style="list-style-type: none"> Career Advisors support adult student in successful career planning and transition into a career 	<ul style="list-style-type: none"> Three transition advisors hired
Transitions/transfers within and between Adult Schools and programs	Quarterly starting in 2015	<ul style="list-style-type: none"> Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD 	<ul style="list-style-type: none"> Increased success of adult students transitioning between AE schools and programs 	<ul style="list-style-type: none"> # of successful transitions between AE programs

4.2 - Objective 4: Activities to address the gaps identified in Objective 1 (evaluation of *current levels and types of adult education programs* within its region, and Objective 2 (evaluation of *current needs for adult education programs* within the Consortium’s region), updated in your Updated AB104 3-year Plan. Describe how the Consortium will respond to the gaps identified in the region. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. Activities to address these should include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning to reach adult populations in a Consortium’s region who are currently underserved).

Table 4.2 - Objective 4: Key Activities for Addressing Gaps (add rows as needed)

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
Establish collaborative consortium leadership board to organize the resources and coordinate plan development in response to AEBG	Ongoing; Began February 2014	<ul style="list-style-type: none"> De Anza College Foothill College Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD 	<ul style="list-style-type: none"> Consistent, coordinated supports for students across educational and career pathways 	<ul style="list-style-type: none"> # of meetings per month or quarter # of regional consortium members represented
Create a Student Transition Team workgroup to coordinate student transitions in between Adult Schools, Colleges, and Employers	Complete by June 30, 2016	<ul style="list-style-type: none"> De Anza College Foothill College Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD 	<ul style="list-style-type: none"> Consistent, coordinated supports for students across educational and career pathways 	<ul style="list-style-type: none"> # of meetings per month or per FY quarter # of regional consortium members represented
Hire job developer personnel to establish and formalize relationships with local employers and business leaders, and to expand internship,	Complete by June 30, 2016	<ul style="list-style-type: none"> De Anza College Foothill College Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD 	<ul style="list-style-type: none"> Integration with industry leaders and partners to better meet program and student instructional needs. 	<ul style="list-style-type: none"> Personnel hired # of agreements/MOUs established

externship, and job opportunities for students.				
Collaborate with industry partners, business leaders, and employers to identify and demonstrate desirable soft skills; meet semiannually to monitor program success.	Complete by June 30, 2016	<ul style="list-style-type: none"> • De Anza College • Foothill College • Fremont Union HSD • Mountain View Los Altos HSD • Palo Alto USD 	<ul style="list-style-type: none"> • Integration with industry leaders and partners to better meet program and student instructional needs. • Enhanced courses in soft skills that emphasize critical thinking, communication, team building, collaboration, and problem-solving 	<ul style="list-style-type: none"> • Levels of student, employer, and faculty satisfaction • Teachers/personnel hired • # of successful job placement and retention • # of meetings and meeting attendees
Strengthen partnerships with community-based partners such as NOVA and Center for Employment and Training, the Employment Development Department, and the Workforce Investment Board	Complete by June 30, 2016	<ul style="list-style-type: none"> • De Anza College • Foothill College • Fremont Union HSD • Mountain View Los Altos HSD • Palo Alto USD 	<ul style="list-style-type: none"> • Integration with industry leaders and partners to better meet program and student instructional needs. 	<ul style="list-style-type: none"> • Curriculum pathway established
Establish MOUs between Adult Schools and vocational/ educational programs and partners to facilitate student transition process.	Completed by June 30, 2018	<ul style="list-style-type: none"> • De Anza College • Foothill College • Fremont Union HSD • Mountain View Los Altos HSD • Palo Alto USD 	<ul style="list-style-type: none"> • Single point of entry, assessment, and resources for students. 	<ul style="list-style-type: none"> • Personnel hired • Established MOUs/agreements • Student feedback • # of successful transition outcomes
Identify best practices in student engagement, persistence, and retention.	Complete by June 30, 2016	<ul style="list-style-type: none"> • De Anza College • Foothill College • Fremont Union HSD • Mountain View Los Altos HSD • Palo Alto USD 	<ul style="list-style-type: none"> • Enhanced student engagement, persistence, and retention strategies to increase program completion rate 	<ul style="list-style-type: none"> • Best practices identified • Best practices implemented • Ongoing evaluation of effectiveness of best practices • Best practices database established for shared information

4.3 - Objective 5: Employ approaches proven to accelerate a student’s progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education. Research has emerged in recent years identifying practices that reduce the time it takes for adult learners to progress through basic skills and career education pathways. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student’s competencies (competency-based), and putting basic skills content into the context of a student’s goals and career path (contextualized).

Many examples of these “best practices” are already in place within and among California adult education and community college programs. These “best practices” are not new to faculty; in fact, they have been developed *by* faculty. AB104 expects that the work done by regional consortia will

include plans to make use of these strategies within their basic skills and career programs and in joint programming strategies.

In many places in the country, Integrated Basic Skills Training (IBEST) models, which contextualize the development of basic skills with the acquisition of workforce competency, have produced impressive data showing how learning can be accelerated while joining skills development with career readiness certifications. The AB104 website will continue to build links and resources tied to best practices and research done through adult education and community colleges.

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress.

Table 4.3 - Objective 5: Key Activities for Accelerating Student Progress (add rows as needed)

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
Program-specific taskforces meet regularly to establish curriculum plans for contextualized workforce skills integration for ABE, ASE, and ESL students	Began Summer 2015; Ongoing	<ul style="list-style-type: none"> Adult Schools; ESL/ABE/ASE staff 	<ul style="list-style-type: none"> ABE, ASE, and ESL Curriculum integrates and contextualized workforce skills integrated into everyday lessons 	<ul style="list-style-type: none"> Track AE faculty taskforce participation and curriculum development
Develop and/or identify instructional materials that integrate and contextualize workforce skills into everyday lessons for ABE, ASE, and ESL students	Began Summer 2015; Ongoing	<ul style="list-style-type: none"> Adult Schools; ESL/ABE/ASE staff 	<ul style="list-style-type: none"> ABE, ASE, and ESL students understand and develop workforce skills through attending lessons 	<ul style="list-style-type: none"> # of courses providing contextualized basic skills # of students enrolled in contextualized basic skills courses # of students successfully transition to workforce
Explore Possibility of using AE ESL placement tests to place students at CC ESL classes using pilot group	Began Fall 2015; Ongoing	<ul style="list-style-type: none"> De Anza College Foothill College Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD 	<ul style="list-style-type: none"> Increased alignment of CC and AE curricula and placement tests Accelerated progress of students through ESL classes 	<ul style="list-style-type: none"> Monitor pilot group progress through the year to track succession through the sequence of ESL classes at CC
Increase AE faculty and staff understanding of CC placement and sequencing processes to facilitate curriculum alignment	Began Summer 2015; Ongoing	<ul style="list-style-type: none"> De Anza College Foothill College Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD 	<ul style="list-style-type: none"> Increased alignment of CC and AE curricula and placement tests 	<ul style="list-style-type: none"> Track number of student placing into credit classes at CC after finishing at AE

4.4 - Objective 6: Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes. A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Faculty and staff from all local Consortium members and partners will need to implement collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes.

Collaborative professional development plans should identify topic areas the Consortium considers a priority, such as:

- Practices in basic and secondary skills that build the “college readiness” skills.
- Team building, critical thinking, problem solving, study skills, soft skills, and career assessment.
- Technology use and integration to enhance and expand technology in Instruction.
- New models and instructional strategies for contextualized and/or accelerated teaching and learning.
- Skills building intercultural competence among faculty, staff, and administrators.

Examples of collaborative activities might include developing professional learning communities comprising faculty in the same content area, representing all Consortium participants. Plans might also describe joint team participation in professional development activities offered through regional/statewide associations and how these teams might share what they learn with other faculty. Consortia may also want to consider having field experts come to a regional facility to provide in-house training to greater numbers of staff, faculty and administrators. Consortia in areas where transportation may pose a problem may want to develop plans to use technology to overcome that challenge.

List activities that your consortium will implement to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Table 4.4 - Objective 6: Key Activities for Professional Development Collaboration (add rows as needed)

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
Leverage technology use and integration to apply technology to instruction and encourage participation in e-learning	Began Summer 2015; Ongoing	<ul style="list-style-type: none"> ● De Anza College ● Foothill College ● Fremont Union HSD ● Mountain View Los Altos HSD ● Palo Alto USD 	<ul style="list-style-type: none"> ● Improved integration of technology in classrooms ● Increased % of students using e-learning tools and curricula ● Increased capacity to serve students in remote location 	<ul style="list-style-type: none"> ● # of technology /e-learning trainings attended by faculty ● # of courses using e-learning methods ● # of students accessing e-learning courses
Create opportunities for team building and collaboration between Adult Education and Community College faculty	Begin Fall 2015 through 2018	<ul style="list-style-type: none"> ● De Anza College ● Foothill College ● Fremont Union HSD ● Mountain View Los Altos HSD ● Palo Alto USD 	<ul style="list-style-type: none"> ● Increased coordination and collaboration across institutions ● Improved communication between AE and CC 	<ul style="list-style-type: none"> ● # of AE/CC team building activities ● # of curricula with co-teaching opportunities for AE and CC faculty ● # of AE and CC professional learning

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
			faculty	activities

4.5 - Objective 7: Leverage existing regional structures, including, but not limited to, with local workforce investment areas. Describe how the Consortium will leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

For example, a Consortium might include in its plan to offer classes, taught by one of the member districts, at a local Workforce Development Center which is easily accessible by members of the community. Another Consortium might opt to work with the industries in its region to develop a career transition program focused on helping students with disabilities gain the necessary skills to enter the workforce.

Partners might include but are not limited to:

- WIBs
- Chamber of Commerce
- County Libraries
- County Office of Education
- Industry Employer Groups
- Literacy Coalitions
- Economic Development Regions
- County Social Services - CalWorks
- Employment Development Department (EDD)

Examples of activities include:

- Outreach by the regional Consortium to existing regional structures not yet involved Adult Education that could address a gap or need
- Expanding utilization of existing regional resources for Adult Education students
- Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs

List activities to leverage existing regional structures and utilization of resources.

Table 4.5 - Objective 7: Key Activities for Leveraging Structures and Assets (add rows as needed)

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
Leverage existing partners from the business community to	<ul style="list-style-type: none"> • Business Community • Chamber of Commerce • Independent 	<ul style="list-style-type: none"> • Job opportunities • Local business connections • Industry- 	<ul style="list-style-type: none"> • De Anza College • Foothill College • Fremont 	Began January 2015; Ongoing	<ul style="list-style-type: none"> • Improved transitions from education to employment 	<ul style="list-style-type: none"> • # successful job placement and retention • Levels of

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
aid and enhance the transition to employment	<ul style="list-style-type: none"> Employer Groups Workforce Investment Board (WIB) Samsung/other IT companies partnering with Consortium 	specific curricula	<ul style="list-style-type: none"> Union HSD Mountain View Los Altos HSD Palo Alto USD 		in local industry and businesses	faculty, student, and employer satisfaction
Formalize working relationships with existing regional collaborative structures	<ul style="list-style-type: none"> CalWORKs EDD ALLIES Community Agencies Local social services, mental health, and health services 	<ul style="list-style-type: none"> Access to resources, services, and support 	<ul style="list-style-type: none"> Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD 	Began January 2015; Ongoing	<ul style="list-style-type: none"> Improved capacity to connect students to resources and supports 	<ul style="list-style-type: none"> # of MOUs and/or service agreements with collaborative partners
Continue work to solidify the relationships between the Adult Schools and Community Colleges	<ul style="list-style-type: none"> Adult Schools Community Colleges 	<ul style="list-style-type: none"> Creation of STC Leadership Board And Comprehensive Plan 	<ul style="list-style-type: none"> De Anza College Foothill College Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD 	Began November 2015 through 2016	<ul style="list-style-type: none"> Greater linkages from AE to CC's and/or employment 	<ul style="list-style-type: none"> # of institutions within the STC that sign letters of support/MOU # of articulation agreements

Section 5: Estimated Allocations by Objective

5.1 Allocation by Objective, Member and Funding Source (Estimated). Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) relevant to each Objective. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time. Using the [Member Allocations Workbook](#) for **Table 5.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 5.1 should not include those expenses.

Table 5.1 - Allocation by Objective, Member and Funding Source (Estimated)

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF*	CCPT	CCD Apportionment	Adults in Jail**	Total
	MOE	Consortium Allocation								
5.1a - Obj. 3: Seamless Transition										\$0
5.1b - Obj. 4: Gaps in Services										\$0
5.1c - Obj. 5: Accelerated Learning										\$0
5.1d - Obj. 6: Professional Development										\$0
5.1e - Obj. 7: Leveraging structures										\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Projected Levels of Service. Provide a the number of students served in 2013-14 as identified in your AB86 Final Plan, as applicable, and target numbers for each of the AB104 AEBG Program Areas listed in the table shown below. *Estimates for the figures for the new AB104 AEBG program areas (Pre-Apprenticeship training, Adults training to support child school success, and Adults in the Workforce, Including Older Adults) are acceptable.* Duplicated headcounts are acceptable as some students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. **It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time.**

Using the [Performance Measures Workbook](#) for **Table 6.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

Table 6.1 Levels of Service by Program Area and Member (Projected Targets)

	AY 2013-2014 Numbers From AB86 Final Plan	Projected Target for 2015-2016	Projected Percent Change (%) for 2015-2016	Notes
6.1a - Adult Education (ABE, ASE, Basic Skills)				
6.1b - English as a second language				
6.1c - Adults in the workforce (including older adults)				
6.1d - Adults training to support child school success				
6.1e - Adults with Disabilities				
6.1f - Careers and Technical Education				
6.1g - Pre-apprenticeship Training				

6.2 Project Performance Outcome Targets. Provide target percentages for each of the performance measures listed in the table shown below. See the Guidance document for more information on this section, and resource links for goal-setting approaches.

Using the [Performance Measures Workbook](#) for **Table 6.2**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

Table 6.2: Performance Outcomes by Member – Projected Targets

	Projected number of Students with this goal	Projected number achieving the performance outcome	Projected Target Rate (%) for 2015-2016
6.2a - For WIOA students - % that completes at least one Educational Functioning Level as defined in the NRS system, for those who had this goal during the current program year.			
6.2b - For Non-WIOA students - % that achieves at least one course completion, for those who had this goal during the current program year.			
6.2c - % Completion of HSD or Equivalent, for those who had this goal during the current program year.			
6.2d - % Transition from K-12 adult to post-secondary, for those who had this goal during the current program year.			
6.2e - % Transition from non-credit to credit in post-secondary, for those who had this goal during the current program year.			
6.2f - % Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.			
6.2g - % Placed in jobs, for those who had this goal during the current program year.			
6.2h - % With increased wages, for those who had this goal during the current program year.			

If you have unique, extenuating circumstances that you wish to describe regarding any of these measures, please name the measure by number and briefly describe the issue.

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6.3 List and describe any additional measures your Consortium will be tracking in order to gauge the impact of the Consortium’s plan efforts. (Optional – see Guidance document for information)

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6.4 List and describe the approaches or measures you as a Consortium will be looking at to evaluate the effectiveness of your Consortium. (Required)

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Section 7: Consortium Member Signature Block

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