AB104 Adult Education Block Grant -
Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

13-328-17

1.2 Consortium Name:

Foothill DeAnza / NSCCSTC

1.3 Primary Contact Name:

Keith Moody

1.4 Primary Contact Email:

keith.moody@mvla.net

Section 2: Three-Year Plan Summary
AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

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.

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 make up the STC Leadership Board.

In March 2015, the STC Leadership Board (STCLB) 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

Workgroups will be made up of staff, faculty, and student representatives where applicable, from each of the consortiums member's 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 the STC with the Regional Plan's implementation.

Our Comprehensive Regional Plan envisions the Regional adult education programs transformed into a seamless system of educational and professional opportunities that offers an accessible, coordinated, and effective pathways to post-secondary education and/or a career. We aspire to achieve high levels of collaboration and coordination that support greater curriculum alignment, shared assessments, and the capacity to share data across system among consortium members. Lastly, through the expansion of partnerships with community-based organizations and service providers, we aim to mitigate the social and economic challenges that students and their families encounter in order to ensure that all adult learners can access the Region's educational and career opportunities.

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

2.2a Objective #1: An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

While our STC one-year and three-year plans have goals to make collective changes consortium-wide, some changes have already begun in the K12 Adult Education agency programs and level of services. For example, due to the Maintenance of Effort Funding that is now in the block grant and removed from Flexibility Funds, FUHSD Adult School has begun to fill the gaps in services by:

- Adding back courses that were cut as a result of flexibility and decreased funds; specifically, this includes classes in advanced ESL and Career Technical Education courses which has led to filling the class sections added and adding a waiting list for students waiting to join.
- Opening a pre-algebra (Math Foundations) course to ready students for entry into Algebra and decrease attrition.
- Creating an English Fluency class that is an academic readiness course that focuses on

academic reading, writing, listening and speaking where both native and non-native learners are jointly enrolled.

For Year 1, the STC Leadership Board will inventory the level and types of adult education programs in the additional program areas. Further, sharing of additional services and programs will also take place with the goal of sharing and implementing best practices within and throughout the consortium.

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx).

This should provide an updated overview (if applicable) of the consortium's region including:
● Analysis/description of local regional economy
● Additional analysis utilizing other data

The STC has not identified changes in current needs for adult education programs within the Consortium's region since the assessment conducted in January 2015 for the AB86 Regional Comprehensive Plan. In Year 1, the STCLB will assess the consortium's need as it relates to the additional program areas for AB104.

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

The STC offers an array of educational and training program for adult learners seeking education and career training programs. Adult education and career development programs include elementary and basic skills education, short-term career technical education, and apprentice/pre-apprenticeship programs as well as programs designed for adults with disabilities. In Year 1, the STCLB will develop a plan educational programming that offers placement of older adults seeking education and workforce services.

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

In 2013-14, Foothill College's Apprenticeship Program provided 1,900 students with apprenticeship and pre-apprenticeship courses. Foothill College reports having the second highest number of classroom hours of learning per student of any other apprenticeship program in the State. Additionally, Foothill College also maintains strong relationships with several local trade unions that hire apprentices from its Apprenticeship Program. This ensures apprentices are supported with a high level of skill that contributes their success in the program.

For the AEBG three-year plan, the STC Leadership Board will enhance programs offering pre-apprenticeship aligned with apprenticeship programs through strategies aimed at enhancing industry integration within CTE programs for adult learners. The STC's Curriculum Development and Industry Leaders and Employer Partnerships Workgroups will provide guidance and implementation support in this area. The STC will implement the following strategies to support apprenticeship and pre-apprenticeship educational pathways:

1. Formation of Technical Advisory Committees (TAC) to lead development of curricula within each industry-specific career pathway:
2. Hire job developer personnel to establish and formalize relationships with local employers and business leaders, and to expand internship, externship, and job

opportunities for students.
   3. Provide professional development activities for faculty members aimed at contextualized and/or accelerated learning that aligns with apprenticeship training.
   4. Create partnerships that allow students increased access to library resources, union apprenticeships, vocational preparation/internships, and job shadowing.

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

The STC's elementary and basic skills education programs focus on high school diplomas, GED completion, and programming for adults with disabilities. In Year 1, the STCLB will conduct planning for the development of programming that support adults in developing knowledge and skills to support elementary and secondary school children in achieving academic success.

2.3d Collection and availability of data. (REQUIRED)

Over the next three years, the STC will aim to increase the data collection, sharing, and reporting capacity of each of the consortium member's institutions through a set of strategies identified in the Regional Comprehensive Plan:
   1. Alignment of data and measurement systems to track student progress across schools/systems
   2. Establish consistent system-wide assessment to systematize data collection processes and better align programs with industry needs
   3. Implement a shared data system in an effort to track student success and make better data-informed decisions

The Data Systems Workgroup will be chiefly responsible for overseeing the research and planning to effectively implement these strategies. Over Year 1, the workgroup will also focus on reviewing and, if necessary, adapting strategies to meet all of the seven program areas in AB104.

2.3e Qualifications of instructors (including common standards across entities). (REQUIRED)

Over AEBG's three-year period, the STC will provide professional development opportunities that will prepare faculty and staff from both Adult Schools and Community Colleges to

facilitate the alignment and coordination of various academic and career pathways for adult learners. The STC will leverage existing efforts professional development efforts within the consortium as well as provide additional professional development opportunities to enhance collaboration between Adult Schools and Community Colleges. In year 1, the STC's Professional Development Workgroup will focus on building capacity among adult education and community college instructors in each of the AB104 program areas with a specific focus on aligning teaching practices for each program area's target populations.

2.3f Alignment of academic content and curricula (OPTIONAL)

In Year 1, the STC and the articulation and alignment workgroup will identify if additional alignment and curricula strategies or goals are required to ensure that STC's three-year plan addresses all of AB104's seven program areas.

2.3g Alignment of educational services supported by this grant . (OPTIONAL)

In Year 1, the STC and student support services workgroup will work to identify if additional strategies or goals related to student support/ educational services are required in order for STC's three-year plan addresses all of AB104's seven program areas.

Section 3: Consortium Member Signature Block

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