

17 Foothill De Anza | Consortium 2017-18 Annual Plan

INSTRUCTIONS: The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit> (<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>).

Click on the **Section 1: Plans & Goals** header to begin.

Section 1: Plans & Goals

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

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, the NSCCSTC 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 NSCCSTC 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, as well as representation community partners that include NOVA Workforce Development and Alliance for Language Learners' Integration, Education, and Success (ALLIES). Representatives from each of these institutions, along with community agency partners, make up the NSCCSTC Leadership Board. The NSCCSTC'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 AEBG implementation (2015-16), the NSCCSTC members worked together to increase and bolster the level and types of adult education programs and services they provide. 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. 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 toward 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 to full participation in AEBG implementation. Another achievement for Year 1 was the establishment of six AEBG workgroups to support the region's implementation of AEBG.

In Year 2 (2016-17), with all agencies committed to AEBG implementation, the NSCCSTC made more progress defining and implementing adult education programs and services. Over the past year, both adult schools and community colleges have put into place transition advisors, counselors, academic tutors, and other student support staff to provide academic and career planning and support services to bridge gaps and barriers adult students experience and to stream-line student transitions as student progress. Over the past year, the NSCCSTC has developed a functional network of student services, resources, and community-based organizations that support staff can connect adult students to and help them navigate. The

NSCCSTC also focused on increasing collaboration and coordination between institutions, resulting in various adult school and community college co-sponsored activities that include placement testing of adult school students at community colleges and professional development events for both adult school and community college faculty. Also notable has been the progress made by De Anza and Foothill Colleges in using AEBG funds to develop academic support services for credit and noncredit ESL programs.

Looking ahead to 2017-18, the NSCCSTC plans to build on and bolster the progress the Consortium made over the past two years. The NSCCSTC hopes to document and formalize current collaboration between agencies in order to establish clear processes for student transitions and referrals. As NSCCSTC agencies have made such a large investment in hiring support staff, the Board's next step will be to develop a process to track students transitions to measure the effectiveness of transition services. The Board also wants to build on the progress made in developing CTE, ESL, and ABE programs by pursuing creative strategies to integrate social, career, and soft skills into course curricula.

A major focus of Year 3 will be to reboot the AEBG Workgroups, which have not been leveraged to their full potential during the last two years of AEBG Implementation. Although the workgroups have been valuable partners over the past two years, the NSCCSTC would like to see increased participation and leadership in achieving Year 3's objectives. As part of the reboot, the Leadership Board aims to: 1) develop SMART objectives and activities for each workgroup that align with Year 3 objectives; 2) increase participation of adult education staff and faculty; and 3) reserve board meeting time for workgroups to report on progress and discuss and troubleshoot challenges. The hope of rebooting the workgroups is to address aspects of the three-year plan that are crucial to the regional adult education system, but the NSCCSTC has struggled to make progress on. This includes objectives to:

1. Develop more articulated courses between adult schools and community colleges as well as a standardized process for doing so
2. Build new partnerships with industry, business, and community groups to bolster adult education programs, increase skill integration, and increase opportunities for adult students
3. Create more professional development opportunities for adult school and community college faculty and staff
4. Identify new and potential resources, partnerships, and other supports that can help to reduce barriers to career and academic success
5. Reboot the NSCCSTC AEBG workgroups to increase stakeholder leadership and involvement in the NSCCSTC's implementation of the Annual Plan

Lastly, a common theme over the past two years has been a need to create a wide understanding and appreciation of the region's adult education system among local communities and stakeholders. The NSCCSTC will focus efforts on increasing outreach activities to adult school faculty and students to raise awareness of AEBG and the region's adult education programs. The board will also explore the possibility of conducting a marketing campaign aimed at informing the wider community of adult education programs and services.

With the progress made in Year 1 and Year 2, the NSCCSTC is poised to move forward with transforming the current system into a seamless, comprehensive, and coordinated adult education system that meets the region's educational and workforce needs.

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
Many adult students need additional supports and resources to succeed in adult education programs	Input from students, teachers, and transition counselors show a need for additional supports and resources. According to demographic data, the NSCCSTC's region has a poverty rate of 6% and adult schools have traditionally served a population with limited resources for tuition and other expenses. To address this, adult schools have engaged CBO's and community groups to raise funding for tuition scholarships. The schools have also used AEBG funds to pay for transportation vouchers and on-site childcare.	<ol style="list-style-type: none"> 1. The number of new partnerships with CBOs and community groups 2. Total number of scholarships provided 3. The number of students with identified financial needs provided with additional resources
Support for students transitioning or planning to transition to community colleges	Input from students, teachers, and transition counselors indicate that transitions to community college courses are particularly challenging. In 2016-17 Foothill and De Anza Colleges used AEBG funds to hire dedicated tutors and CTE program staff. However, Consortium members still feel that there is room to expand the role of these staff and connect them to transition support staff at adult schools	<ol style="list-style-type: none"> 1. The number of successful transitions 2. Number of transition counselor meetings attended by community college counselors 3. The number of cross-agency events
Adult education services for immigrants and undocumented individuals	Immigrants make up more than 37% of Santa Clara County's population. According to the AEBG Regional Fact Sheet, the NSCCSTC rate for limited English is 7%. The NSCCSTC is currently meeting 36% of the region's ESL need. However, there may be additional needs to support new immigrants as they integrate into society.	<ol style="list-style-type: none"> 1. The level of ESL and VESL capacity 2. The percent of ESL need meet 3. New programs and partnerships developed to target this population

GAPS IN SERVICE

For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. 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.

Establish Formal Transition Processes

Hiring academic tutors and CTE program staff at De Anza and Foothill Colleges was a major achievement in 2016-17. Building on the progress from this past year, the NSCCSTC plans to increase and expand the roles of academic support staff at community colleges and adult schools. For 2017-18, the NSCCSTC will focus on further developing and formalizing partnerships and collaboration between academic support staff at community colleges and adult school transition advisors in order to ease the transition of adult learners who transition to community college. A priority of this strategy will be to expand the scope and capacity of transition advisors, counselors, and academic tutors to collaborate across agencies. The NSCCSTC will implement a standing cross-agency meeting for support staff from all NSCCSTC agencies to share information and plan and coordinate student transitions. In addition, the NSCCSTC plans to recruit additional support staff to help lead efforts of the Student Support Workgroup. The workgroup will support efforts to document steps and procedures for transitioning students as well as developing more formalize processes through which support staff can share information, coordinate efforts, and provide warm handoffs for transitioning students.

Increase Partnerships with Community-Based Organizations

In 2017-18, the NSCCSTC plans to continue to build partnerships with community based organizations. This effort has served as strategy to: 1) increase collaboration and information with community-based organizations serving similar populations; 2) increase the level of school and community-based support services and other resources available to adult learners; and 3) increase awareness of adult education programs to populations served by community partners. Over the past two years, the Student Support Workgroup conducted and created an inventory of current student supports for adult school students that include services and resources available at adult education agencies as well as services provided by community-based organizations and public safety net agencies. Building on this, the Student Support Workgroup and representatives will explore outreach and marketing strategies to better engage and partner with existing resources and identify potential new partnership with community-based providers. Additionally, these partnerships may also provide an opportunity to reach a wider adult student population, including underserved and difficult to reach populations, by marketing adult education programs to consumers of services at community-based organizations and public safety-net programs.

Develop Services to Better Support Immigration Integration

Given the sizeable percentage of immigrants living in the both the NSCCSTC region and the greater San Francisco Bay Area, the NSCCSTC is exploring ways to better support both language learning and integration of immigrant populations. The Student Support Workgroup, in conjunction with members of the NSCCSTC Leadership, will focus efforts over the coming year on developing more outreach and support for immigrant and refugee populations. This strategy will include assessing current ESL and VESL course availability with the current demand to see if expanded course offerings are needed. The Student Support Workgroup will consider whether to partner with ALLIES to develop online and school-based resources (e.g., pamphlets listing available resources) to help immigrant adult students connect to community-based services and supports.

The NSCCSTC is currently exploring ways that NSCCSTC agencies can contribute to the development of the Immigration Integration Pathway (IIP) Framework. The IIP Framework development and implementation is an effort lead by ALLIES and several Bay Area partners. The IIP is meant to serve as an alternative to college that focuses on developing more welcoming communities for immigrants by braiding ESL and civics education with workforce training and preparation.

Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Conduct an assessment and inventory CC academic and career programs to use as a tool to help students make informed career and academic decisions	2 - Mostly not implemented	De Anza College experienced delays in hiring staff to lead this effort. Need to include transition counselors in this effort.	The Board decided to adjust this strategy's language slightly. Staff at De Anza will begin work on this in Fall 2017. The board also identified a new strategy to increase marketing activities that include building a website to provide more resources for transition staff and students.	Provide examples and case studies of successful AE-CC CTE course sequencing efforts conducted in other AEBG Consortia.
Conduct pilot of the Common Assessment	2 - Mostly not implemented	This strategy was expected to start in Fall 2016 per the original timeline provided by the Chancellor's Office Common Assessment Initiative (COCAI). The COCAI decided to delay pilot implementation to further address implementation challenges and further test the Common Assessment's reliability.	Per the COCAI, pilot implementation will begin in the Fall 2017. In 2016-17, the Consortium moved forward with delivering assessment tools (Accuplacer and CASAS) to adult students to analyze current assessment alignment.	Offer technical assistance and support with documentation during the pilot phase.
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	2 - Mostly not implemented	NSCCTC is currently lacking articulation courses between Adult Schools and Community Colleges. Need to identify areas for articulation	NSCCTC leadership board is changing the strategy to first identify CTE pathways to articulate students.	Provide technical assistance and best practices for developing articulation agreements between AS and CC.
Increase transition staffing and resources to increase the number of successful transitions from adult schools to community college programs	4 - Mostly implemented	NSCCTC agencies have completed the first part of this objective. All agencies have successfully hired transition staff and have developed transition resources.	The leadership board decided to adopt a new strategy in this area that focuses on increasing the number of successful transitions.	Provide technical assistance on how AS and CC can identify and track AS students who transition to CC.

For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

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.

Increase Transitions from Adult Schools to Community Colleges

With a solid foundation of transition services and supports in place, the NSCCSTC would like to focus efforts to increase the number of successful transitions from adult schools to community colleges. This strategy involves support staff working with students to maximize the likelihood of a successful transition. This may involve implementing processes to develop academic or career plans and goals with students; increase opportunities for campus visits; support navigating applications, enrollment, and financial aid; and provide support with assessments. This effort will also depend on increasing and formalizing collaboration between transition advisors and other academic support staff at community colleges and adult schools.

Develop System to Track Transitions

The NSCCSTC will develop a system to identify and track former adult school students at community colleges to measure successful transitions, track progress, and identify challenges and/or gaps. First, the NSCCSTC recognizes the need to be able to measure the number of students who transition from adult schools to colleges. Currently there are few options for quantitative measurement of this. The NSCCSTC will work with the Data Workgroup to develop a strategy to track students who transition to Community Colleges from Adult Schools. The measurement side of this strategy will also require that NSCCSTC adopts a definition of a successful transition to allow for measurement. The NSCCSTC is also aware that a solution to this part of the strategy may depend on guidance from the State AEBG Office to solve these issues.

Develop a CTE Course Inventory

The NSCCSTC will create an online inventory of CTE course sequences at De Anza College that will serve as a resource for adult students in making informed career and academic planning decisions. It will include a list of available CTE programs, course sequences, and prerequisite requirements. This strategy should also include building the NSCCSTC website into an online resource of CTE requirements and course sequences. This strategy was developed from a need identified by transition advisors in the difficulty they have experienced supporting adult students in planning and pursuing various career and academic pathways. The goal would be to organize information in a way that would allow adult students to know the course requirements they need, the expected time until completion, and the course costs. This strategy was a 2016-17 strategy that De Anza was unable to pursue due to delays in hiring staff using AEBG funds. Since then, De Anza has been able to hire staff as well as develop a working relationship with key faculty in De Anza's CTE program. With the staff and resources in place, De Anza will begin work on this in the coming academic year.

Establish Articulation Process

The need for articulation agreements between the adult schools and the community colleges was identified in the NSCCSTC Three-Year Plan. Currently, the NSCCSTC adult schools do not have any articulated courses or articulation agreements with either Foothill or De Anza Colleges for CTE courses. However, some adult schools do have articulated courses with Mission College that may provide a framework for the development of articulated CTE Pathways between NSCCSTC adult schools and community colleges. The NSCCSTC Leadership Board plans to engage the Articulation Workgroup on moving forward with this effort. The overarching goal of this effort will be to develop and document a process for articulating courses and developing articulation agreements between adult education agencies that will allow for seamless students transitions between institutions.

Student Acceleration

Explain how your consortium members and partners have employed 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, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Activity Increase and expand role of transition advisors and PPS counselors to include case management functions and academic/career pathway planning	5 - Fully implemented	This has been fully implemented by all members.	None. NSCCSTC has been successful in implementing this strategy. In 2017-18, the NSCCSTC would like to focus on developing a process to measure the effectiveness of these staff and resources on student acceleration.	Technical assistance on methods and measures for assessing the effectiveness of transition advisors and support staff. It may be helpful to see case studies of other consortia that are measuring the effectiveness of transition advisors and PPS staff.
Develop and/or identify Instructional materials that integrate and contextualize soft and workforce skills into everyday lessons for ABE, ASE, and ESL students	5 - Fully implemented	This has been fully implemented by all members.	None. The NSCCSTC will redefine strategy to build on current achievements and expand efforts.	Technical assistance and resources on practices to integrate soft and workforce skills into curricula.
Strengthen industry partnership to identify and integrate workforce skills into adult education curricula	2 - Mostly not implemented	Adult schools have found it challenging to engage and build partnerships with local industry and business. In Year 1, the NSCCSTC designated the Industry and Business Partnerships Workgroup with leading this effort. Unfortunately, this workgroup was not able to recruit members with knowledge in this area and was unable to make progress in this area. In Year 2, the NSCCSTC decided to combine this workgroup with the Community Partners Workgroup due to both workgroups having similar priorities and each experiencing similar challenges recruiting members. As a result, progress has stalled on this strategy.	The NSCCSTC is planning to fold this strategy under a larger effort to incorporate and contextualize workforce, social, and soft skills into adult education and CTE course work. The NSCCSTC is also planning to reboot the Industry and Community Partners Workgroup with new leadership and staff. A major focus of this Workgroup will be to identify and pursue potential partnerships.	Provide marketing materials and outreach support to help Bay Area Consortia engage and partner with local industry and businesses such as tech companies and other STEM-focused industries
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	2 - Mostly not implemented	The NSCCSTC Leadership Board decided that this strategy is not feasible for adult education providers to take on. However, AS remain committed to building partnerships and referral connections with CBOs and other providers who provide such services. The NSCCSTC elects to remove this strategy their 2017-18 annual plan.	None	None

For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

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. 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).

Measure the Effectiveness of Transition Services

In 2017-18, the NSCCSTC will continue to provide adult students with transition support services as a means to accelerate student progress and ease transitions between adult schools and community colleges. For example, FUHSD Adult School and MVLA both hired transition advisors and counselors to support adult learners with enrollment, academic and career planning, and support gaining access to additional resources. Similarly, since these staff and processes are largely in place, the Leadership Board feels it is important to begin to understand what about these services are affecting student acceleration and what are the areas for improvements. To do so, the NSCCSTC will focus on developing a process to measure the effectiveness of transition services, processes, and resources on student acceleration. This will include developing common measures that can be used across agencies to measure success. The NSCCSTC Leadership Board will work closely with the Student Support Workgroup to develop processes to measure effectiveness of transition advisor and support services.

Increase Soft and Workforce Skill Integration through Expanded Industry and Business Partnerships

Over the past three years, the NSCCSTC adult schools have focused on developing instructional materials that integrate and contextualize soft and workforce skills into ABE, CTE, and ESL curricula. In the past year, the NSCCSTC increased the number of courses using contextualized skills by adopting ESL textbooks that provide lessons and exercises which incorporate soft skills such as EL Civics, cultural awareness, interpersonal skills, and verbal and nonverbal communication. MVLA created a computer literacy course that is specifically tailored to ESL students. NSCCSTC adult schools and colleges currently have partnerships with local business and industry that provide intern/externships and potential job placement for CTE students. Adult schools (MVLA and FUHSD) developed ways to foster collaboration between healthcare CTEs and ESL courses to allow for opportunities of shared learning in healthcare delivery and terminology in cross-cultural and linguistic contexts.

The NSCCSTC recognizes that expanding partnerships with local industry and business is crucial to accelerating student progress. In the coming year, the NSCCSTC plans to focus its efforts on building more workforce skills into adult education curricula by engaging and partnering with local business and industry. The purpose of this goal is to identify and inventory useful and desirable skills that employers are looking for in candidates as well as identify any social or cultural considerations that may benefit adult learners looking to join the workforce. Collaborating with local businesses and industry helps adult educators to keep a current understanding of the desirable hard and soft skills from which adult learners can benefit. The NSCCSTC will also focus on building partnerships with industries and businesses that can serve as learning venue for adult learners through internships, externships, and other field-based learning opportunities.

Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Continue to build capacity to use technology to enhance student learning	5 - Fully implemented	<p>This has been an area that NSCCSTC has made considerable progress in over the past reporting period. The adult schools especially have focused on integrating technology into classrooms to bolster student learning. Adult schools have purchased Chromebooks, laptops, and iPads as well as developed course materials and curricula portals that can be accessed with mobile devices. The adult schools have dedicated hours for district technology mentors to work with teachers on integrating the use of technology into their lesson planning and delivery. Adult schools have also increased hours for instructional support for staff.</p> <p>Efforts to increase the use of classroom technology have largely focused in the adult schools. This is mainly due to the adult schools having limited resources prior to AEBG roll out to dedicate to technology integration. This, along with the delay in start-up, has resulted in less focus on increasing the capacity to use technology in the class at community colleges.</p>	None. The NSCCSTC will continue to focus efforts and resources on increasing capacity among faculty to use technology to enhance student learning.	Technical assistance and training for teachers on using blended classrooms and using online and computer-based learning tools.
Increase efforts to engage CC faculty and staff to participate in workgroup and professional development opportunities	3 - Somewhat implemented	<p>Over the past reporting period, the NSCCSTC has seen growing participation of community college faculty and staff in workgroups and professional development activities despite challenges. In 2017, the NSCCSTC held a professional development event at Foothill College on teaching strategies for adults with developmental and learning disabilities. Although the event was well attended, the participants were overwhelmingly from the adult schools. Engaging community college staff is a challenge mostly due to a lack of familiarity with AEBG and the traditional adult education system. Recruitment of the workgroup participants has also been a challenge in both adult schools and community colleges. However, it has been especially challenging to recruit community college faculty to participate in the workgroups due to a lack of awareness among CC faculty about AEBG and the NSCCSTC's efforts. Another contributing factor has been a lack of clarity around the per diem compensation that CC staff can expect to receive for participating in workgroups.</p>	The NSCCSTC Leadership Board is planning to reboot workgroup recruitment efforts aimed at recruitment of CC faculty and staff. This effort will especially target AE and CC staff recently hired using AEBG funding as well as individuals the consortium is currently collaborating with. The NSCCSTC will also be participating in FHDA's opening day. A panel of representatives and students from each agency will provide a presentation on programs and services that the adult schools offer. The goals of this presentation is to raise awareness of among CC faculty, staff, and other NSCCSTC partners as well as recruit potential workgroup participants.	Conducting a training or TA event around strategies to engage faculty and staff not familiar with AEBG and adult education. Development of resources such as cheat sheets or talking points about the benefits of participation and engagement in AEBG activities for CC faculty and staff. Funding for workgroup member per diem.
Increase participation of faculty in AEBG workgroups and implementation	5 - Fully implemented	<p>At the 2017-18 NSCCSTC retreat, the Leadership Board reviewed all strategies and found this strategy to be redundant with the professional development strategy 6b "Continue to increase efforts to engage CC faculty and staff to participate in workgroup and professional development opportunities." In the 2017-18 annual plan, the NSCCSTC elects to combine this strategy with strategy 6b.</p>	None	None. Please refer to professional development strategy 6b.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Integrate new models for instructional strategies that focus on contextualized learning within career or academic pathways	3 - Somewhat implemented	The NSCCSTC adult schools have taken steps in the past year to integrate new instructional models and strategies that contextualize learning within career or academic pathways. This has largely occurred within ESL curricula and focuses on building soft skills and jobs skills. A challenge is connecting these efforts to noncredit and credit ESL programs at the De Anza and Foothill Colleges, largely due to the delays in hiring staff to support AEBG adult learners on their respective campus.	After a review of the 2016-17 Annual Plan, the NSCCSTC decided that this strategy aligns with student acceleration strategy 5b and 5c. The goal of this strategy is to support efforts to fully implement student acceleration objective 5 strategies by providing professional development opportunities and training for CC and AE faculty and staff to integrate contextualized learning and soft skill development into curricula. For 2017-18, the NSCCSTC will explore ways to expand professional development and training in this area.	Resources for best practices and evidence-based teaching models that support contextualized learning among adults. A case study during a TA webinar would also be helpful.

For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

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.

Expand Capacity to Use Technology Solutions in the Classroom to Bolster Adult Learning

The NSCCSTC Board will continue to build capacity among faculty to use technology solutions and tools to enrich classroom and online learning. This strategy includes prioritizing the purchase of additional iPads and Chromebooks for classroom instruction and adult learners. The NSCCSTC is also going to explore options for funding for staff to attend the Outreach and Technical Assistance Network for Adult Educators Online Teaching Academy. Community college representatives will assess their need for technological classroom improvements for AEBG programs and potentially purchase tablets or Chromebook for credit and noncredit ESL courses. They will also assess the need among community college faculty that work with AEBG students for additional training and technical assistance for integrating technology into instruction and academic support.

Expand Shared Professional Development

The NSCCSTC's professional development goal for this year is to conduct at least one professional development for faculty and staff from adult schools and community colleges. Both community college and adult school members should jointly sponsor this event. Successful completion of this event will include representative participation levels of community college and adult school staff and faculty.

Increase Regional Awareness of NSCCSTC AEBG Efforts

A challenge that has emerged over the past year is a lack of awareness and understanding of AEBG and the NSCCSTC adult education efforts among potential stakeholders. In 2017-18, the NSCCSTC will focus on increasing awareness of AEBG efforts, including adult education programs and services, among stakeholders and students. The NSCCSTC is currently assessing ways to better market adult education programs and services. They may consider investing in marketing services that would advertise adult education programs and courses in public venues such as local movie theaters and bus stops as well as internet ads. Another opportunity for marketing the NSCCSTC and AEBG is at the District Opening Day Event at De Anza College, where the Consortium has been accepted as an Opening Day presenter. The NSCCSTC's presentation will include an informational session about the NSCCSTC's adult education programs and services as well as a discussion panel of adult school teachers, students, and staff. The NSCCSTC Leadership Board also aims to hold awareness raising events at other community college events such as career fairs, teacher trainings, and other venues frequented by potential adult education stakeholders.

Reboot the NSCCSTC Workgroups

As mentioned above, the NSCCSTC Leadership Board feels a reboot of the Workgroups will help to recruit new members, increase leadership capacity and realign the Workgroups activities and objectives to the Consortium's current AEBG efforts and implementation needs. The NSCCSTC is planning on dedicating the time in 2017 to rebooting the workgroups. While the workgroups have provided the consortium with research and guidance on a variety of issues, the Leadership Board feels that the workgroups are not at their full potential. As part of the reboot, the Board would like to: 1) recruit new members to the workgroups including newly hired AEBG staff at both adult schools and community college; 2) provide opportunities for leadership among workgroup members; 3) review and realign workgroup objectives and timeline; and 4) increase the role of workgroups in AEBG implementation including participation and report outs at monthly board meetings.

Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Formalize working relationships with existing regional collaborative structures	3 - Somewhat implemented	The NSCCSTC has made progress in the past year taking steps to formalize working relationships with some regional collaborative structures. Members, especially adult schools, continue to build strong ties to ALLIES and continue to collaborate to support adult students. Similarly, the NSCCSTC built a stronger relationship with NOVA. Currently, a representative from NOVA sits on the board as an ad hoc, non-voting board member. The NSCCSTC has not fully implemented this strategy for several reasons that include competing priorities of other aspects of AEBG start up and implementation as well as difficulty engaging representatives from existing regional structures such of the local workforce investment boards. Members also felt that the language of this strategy is unclear and does not define what a formalized working relationship or what are the parameters of a regional collaborative.	To address the challenges in this area the NSCCSTC is using this year's annual planning activities to redefine this strategy to be measurable and clear as what the objectives are. In 2017-18, the NSCCSTC feels a best next step to charge one of the workgroups to identify the types of resources and collaboration currently exists among NSCCSTC members. The workgroup will also be charged with identifying new and potential collaboration and partnerships that consortium members could pursue. This may include economic development boards, local chambers of commerce, and business and industry groups as well as neighboring adult education consortia.	Technical assistance from the State about building relationships with regional collaborations. Guidance from the State defining "formalized relationships" and "regional collaborative."
Identify and leverage resources and partnerships adult education programs could benefit from	3 - Somewhat implemented	After review of this strategy at the 2017-18 annual retreat, the NSCCSTC Leadership Board decided this strategy is redundant with the other leveraging resources strategies.	For the 2017-18 annual plan, the NSCCSTC Leadership Board elects to combine this strategy with other leveraging resources strategies.	None.
Leverage existing partners from the business community to aid and enhance the transition to employment	4 - Mostly implemented	The NSCCSTC has been successful in leveraging existing partners from the business community to aid and enhance the transition of adult students to employment. Both MVLA and Fremont adult schools maintain relationships with partners from the business community to provide CTE students with internships and field based learning as well as opportunities for potential employment. Fremont adult school has also been building its relationship with the local chamber of commerce to find potential apprenticeship placements for students in its facilities management CTE. A challenge the NSCCSTC encountered is developing new relationships with business partners. Despite being located in the Silicon Valley, the NSCCSTC has found it challenging to develop new partnership with local businesses. This is mostly attributed to a limited understanding of what adult education is and how business can benefit from partnering with CTE programs.	The NSCCSTC is considering investing in marketing adult education to engage and inform business leaders. The board may also consider strategies such as conducting presentations of CTE programs and benefits of partnership at local business association meetings. The Leadership Board will also be looking at how to better work with the industry and community partners workgroup to focus on engaging existing and new business partners.	Outreach and engagement materials for local businesses on the benefits of partnering with an adult education consortium. Information on the types of companies and industries involved in adult education and what type of program they are partnered with to provide consortia with examples of partnerships.

For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including 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.

Bolster Efforts to Leverage Existing Collaboratives
 The NSCCSTC will increase the role of the Industry and Community Partners Workgroup in building the Consortium's capacity to identify and leverage existing regional structures and other resources. To do so, the NSCCSTC will focus on recruiting new workgroup members that have experience with collaborating with regional workforce investment boards and other workforce-related organizations. The workgroup will also focus efforts on building relationships between NSCCSTC agencies and regional collaboratives to enrich and bolster adult education programs.

Increase Resources for Adult Students
 The NSCCSTC will increase resources for adult students by strengthening partnerships with business-focused community groups, such as Rotary, Lyons, local Chambers of Commerce, and regional collaboratives. The purpose of these partnerships would be to gain their support in developing additional resources that adult education agencies can leverage to increase program accessibility and student success. NSCCSTC workgroup activities will identify potential and untapped resources and collaborations that can both bolster adult education programs and serve as potential resource for adult students. Examples include partnerships with local libraries as well as community-based organizations that work with populations that may benefit from ESL and ABE programs.

Section 2: Fiscal Management

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	\$8,067,962	\$8,067,962	\$0
2016-17	\$8,098,529	\$8,098,529	\$0
Total	\$16,166,491	\$16,166,491	\$0

Please identify challenges faced related to spending or encumbering AEBG funding.

The main challenge the NSCCSTC faced related to spending or encumbering AEBG funding was related to difficulties gaining traction for AEBG at DE Anza College. This resulted in unforeseen administrative barriers that prevented the college from using AEBG funds. However, De Anza College's NSCCSTC Leadership Board member has since resolved the issues and De Anza was able to move forward with encumbering funding. De Anza recently used AEBG funds to hire a counselor to support AEBG students in ESL and CTE courses and is on track to spend remaining funds. All NSCCSTC AEBG-funded institutions have encumbered or will have spent their 2015-16 and 2016-17 funding and project all funds to be spent before the respective deadlines.

The NSCCSTC would like to make note that not having a Cost of Living Adjustment (COLA) built into AEBG annual funding makes it difficult to project how the Consortium agencies will continue to retain staff in AEBG funded positions and ultimately close the needs gap for so many adult learners.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

All NSCCSTC institutions receiving AEBG funds report being on track to spend 2015-16 and 2016-17 by the respective deadlines.

Section 3: Certification and 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 2017-18 AEBG General Assurances Document.

Failure to meet the requirements listed in the 2017-18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.

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 2017-18 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 (Required)

A handwritten signature in black ink, appearing to read "J. G. Swartz", is written inside a dashed rectangular box.

- Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan