



AEBG
PARTNERING FOR A STRONG
CALIFORNIA WORKFORCE

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

Updated 10-7-2015

Section 1: Consortium Information

1.1 Consortium Grant Number:

13-328-51

1.2 Consortium Name:

South Bay Consortium for Adult Education

1.3 Primary Contact Name:

K. Vujjeni, SJECCD; B. Harper, CUHSD

1.4 Primary Contact Email:

kishan.vujjeni@sjeccd.edu; bharper@cuhsd.org

If applicable:

1.5 Fiscal Agent Name:

The consortium has chosen direct funding

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
CUHSD	Bob Harper	408-626-3402	bharper@cuhsd.org	08-20-15
SJECCD	Kishan Vujjeni	408-918-5113	kishan.vujjeni@sjeccd.edu	09-08-15
SJECCD	Carol Coen	408-918-5105	carol.coen@sjeccd.edu	09-08-15
WVMCCD	Mae Conroy	408-378-0841	mae.conroy@westvalley.edu	10-20-15
WVMCCD	Kathy Henderson	408-855-5113	kathy.henderson@wvm.edu	10-20-15
EUHSD	Richard Uribe	408-928-9310	uriber@esuhsd.org	10-15-15
SCUHSD	Kathy Martarano	408-423-3503	kmartarano@scusd.net	09-10-15
MUSD	Cheryl Jordan	408-635-2754	cjordan@musd.net	08-25-15
METROED (SJUSD)	Gloria Curd	408-723-6450	gcurd@metroed.net	08-19-15

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

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.

[Attached.](#)

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?

After the June legislation established the options for fiscal agency, the SBCAE Steering Committee thoughtfully considered how funding should flow to the members. The members decided that funding flowing directly to each member, without the intermediary of a single fiscal agent, would be more expedient. Fiscal management will include certification of expenditures through the regular internal procedures in each member district. Co-chairs will work with each member representative and the member CBO to distribute responsibility. Each member's fiscal officer/CBO will be responsible for assuring that that member's practices of accounting and auditing are appropriately followed. The Steering Committee reviewed how each member would need to monitor and report information to the consortium co-chairs on a regular basis, assuring that expenditures were aligned to the annual plan. There will be funded positions in both systems working internally, and across the systems with all members, to collect and report data on student participation and outcomes. The co-chairs will retain the role of regularly reviewing the expenditures, funded activities, and data on outcomes and aggregating all member's numbers into consortium-wide reports. The co-chairs will report these data to the consortium stakeholders in quarterly formal public meetings, per the SBCAE Charter. The required reports to the state will be reviewed carefully by the Steering Committee members and approved by all member representatives in formal public meetings before submission to the state. Formal meetings of the Steering Committee are already calendared anticipating the dates when the state requires reports submitted.

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.

SBCAE member representatives have spent considerable effort since June (over 90 hours of face to face meetings) working to understand the changes and mandates outlined in the AB104 legislation, and reviewing both the Maintenance of Effort and consortium funding totals to determine how much of the very ambitious Three Year Regional plan could be accomplished in this year. While there is a shared appreciation for the funding delivered through AEBG, we concluded that the levels of funding meant that many things outlined in the the Three Year Plan were not achievable this first year. In last year's planning process, with faculty, students and community partners, we anticipated the need to prioritize and structure priorities in five tiers (pp. 115-16 of the SBCAE Regional Comprehensive Plan). The first tier priority was to maintain members' capacity to deliver service, the second tier was to develop and implement innovative programs and strategies to support more students transitioning to post-secondary certifications, the third tier was to maintain and expand the consortium's infrastructure and collaborative process, the fourth tier was to pilot innovations, and the fifth tier priority was to scale up what works.

This annual plan's activities both follows the Regional Plan and aligns to those tiered priorities. First, the adult schools commit to "repurposing" the MOE funding to align with the activities and goals of the regional plan, and the objectives of AB86/AB104. The adult schools would also to reduce the scale of services without additional consortium funding to maintain capacity.

Second, the colleges will receive a significant amount of funding to catalyze systemic changes and build the pathways for adult learners. They will receive over \$2 million to have transition specialists and more counseling support at all four campuses, to develop innovative curricula in bridge (CDCP) noncredit programs, and have professional development for faculty and programs to focus more on successfully serving adult learners.

The adult schools, receiving over \$2 million of consortium funding, will also have a transition specialist at each campus, and this network of nine transition specialists (four colleges, five adult schools) will be an important vehicle for integrating services, accomplishing the annual plan's activities and measuring its success. This network of transition specialists will develop the "no wrong door" counseling and advisement model, with the ambition to capture and share information about each student in a personalized education plan. The transition specialist will also connect to community partners and resources as well as assuring warm hand-offs among institutions.

There will also be dedicated staff in both systems working internally to review curricula (e.g. revising course outcomes to include the College and Career Readiness Standards) and further align curricula, assessments and outcomes between the systems. The faculty workgroups will continue to meet to review the alignments and have a formal role to regularly inform the process. Joint professional development will be provided to key faculty and staff in both systems. There will be personnel

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)	\$0.00	\$300	1%		0%
3.2b - Consortium Allocation					
Total	\$50,000	\$300	1%	\$0	0%

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?

SBCAE looks forward to the state and its educational partners (CCCCO and CDE) developing a common assessment system, or at the least seeing how current statewide initiatives can support adult education at the local level. For the present year, the achievable goal for SBCAE is to map all assessment instruments currently in use, where they are used and for what purposes, and begin to develop commonly understood crosswalks among them. The region has many assessments currently employed. The placement assessments for ESL, for example, are different even in two colleges in the same district. Both Compass and Accuplacer have been used by the colleges in the region. Although the adult schools are WIOA schools, and use CASAS as both a placement and progress measure, some also use TABE and other locally-developed instruments. Writing samples and rubrics are used in most institutions, and were the starting place of "alignment work" done in the AB86 year of the Basic Skills and ESL faculty workgroups. One common assessment system with all results captured in one data system will not happen this year. SBCAE has talked to several vendors about how to extrude and use data from the various systems currently in use. ASAP is used by four of the five adult schools and are monitoring how one common dashboard might be used. We have looked at how Salesforce is used by some nonprofits to share participant information. We have been in discussion with Community Pro to explore that products ability to capture information. We are interested in how TopsPRO claims the ability to serve a consortium's need for common assessment tracking. But this first year will be a transition year where we study what is measured at what points in a student's engagement with the systems. The project of the multiple assessments' alignment and calibration will occur in three areas this first year.

The Transition Specialists will work together to share information about each of the nine institutions – as a part of advisement and support they will need to know what skills are assessed at what levels in order to advise students about their readiness for possible pathways. The positions funded to do curriculum alignment will, of necessity, look at course prerequisites, targeted competencies, and Student Learning Outcomes for all adult education courses. Those curriculum specialists will provide a map of how assessments are used and how, and if, they are aligned. The faculty workgroups will continue the work as to how to determine "readiness" to move from one level to another, from one program to another, and from one system to another. Last, the consortium's additional focus of organizing curriculum, instruction, and assessments for a rigorous immigrant integration pathway will need to align to the other pathways and assessments, certainly

extending beyond the current EL Civics assessments of the WIOA program.

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?

Both colleges and adult schools have existing systems which capture enrollment, demographic, and performance data.

All of the adult schools use a student/management information system (S/MIS). These data systems were approved by the CDE for capturing ADA, prior to 2009. The information systems used are Administrative Software Application (ASAP, 4 schools) and Adulted Information Reporting System (AIRS, 1 school). These adult schools' S/MIS will produce reports in order to aggregate all adult school data. Each of the adult schools require instructors in all seven areas to collect attendance and enrollment data. This information is available through ASAP and AIRS. All of the adult schools also use the CASAS Tops Pro data collection system, which includes enrollment, demographic and outcome data such as number of high school graduates, number of students who gained employment skills, and number of students who increased English language skills. The adult schools use CASAS eTesting to determine skill attainment in basic skills and ESL. Instructors use CASAS reports to refine their instruction so students meet targeted program outcomes.

Data is collected in various stages; the point of entry/registration collects initial demographic data, following registration an orientation and battery of assessment provides baseline performance data, classroom attendance is monitored and entered directly by teachers in the web-based attendance systems, including regular updates. This data is then exported to CASAS/TopsPro to document progress and outcomes including NRS literacy levels, completion of basic education levels, completion of high school equivalency or high school diploma and/or attainment of short-term vocational training certificates. The WIOA programs will use the NRS core performance tables (which include the EL Civics data) to establish baseline data.

The California community colleges all use of the Data Mart system for student enrollment counts, demographics, access to student services, and for student outcomes, as well as providing reports to faculty and staff to prepare reports. There are other internal data reporting mechanisms, for grant and program activities in the colleges. Data Mart provided data for the AB86 planning process and will continue to be used to track participation and outcomes. Although we have explored the uses of additional tools to capture and compare data from both systems (4.1a above) the consortium has realistic expectations of what can be achieved in terms of data systems integration. What must be achieved is the capturing of, aggregation, analysis and reporting of data about student participation, learning gains, certificate completion, transition to post-secondary training, acquiring work or increasing pay. There will be personnel in each system, working together, to use current capacities to report those outcomes.

Additionally, the Transition Specialists of all member institutions will expand their use of the S/MIS systems to capture more information about students' needs, short and long term goals. The development of a system

that captures formative (goals, needs, skills, personalize education plan) as well as completion data about students is central to our regional plan. Aggregating data from both the S/MIS systems as well as Data Mart and the protocols of the Transition Specialists will enable our consortium to track and meet targeted program performance 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
Joint professional development for faculty and guidance staff from both systems focused on promising practices of transition strategies.	7/1/15 - 6/30/16	ALL SBCAE members	SBCAE members, faculty and partners will understand the "Seamless Transition" process. Personalized education plans will be developed for at least 50% of all new students.	SBCAE member assessment. Faculty survey and classroom observations.
Curriculum Alignment - mapping courses and SLOs between the two systems.	7/1/15 - 6/30/16	ALL SBCAE members	Courses articulate across systems. Gaps will be identified and begun to be addressed.	SBCAE member assessment. Mapping documents will show skills alignment and gaps in pathways.
Explore Common Assessment: Map and develop crosswalks among current assessment tools.	7/1/15 - 6/30/16	ALL SBCAE members	All institutions identify measurement of the same skills, even with different tools. Students' readiness and progress is tracked with the same measures.	SBCAE member assessment. Common rubrics will be used for writing continuum. All institutions will have aligned assessment data for all instruments used in consortium.
Transition Specialists at all nine institutions will work as a unified network to develop	7/1/15 - 6/30/16	ALL SBCAE members.	Transitioning students smoothly & quickly between systems	SBCAE member assessment. Common personalized education plan

the "No Wrong Door" model.				developed and used. Common referral system established.
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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
Hire curriculum specialists in both systems whose duties are dedicated to reviewing and aligning curricula and identifying gaps.	7/1/15 - 6/30/16	All SBCEA members. Faculty Workgroups meet to review alignment mapping.	Curriculum Alignment Among Schools and Between Systems	Analysis of master curriculum alignment document and SLOs across programs and institutions
All agencies hire Transition Specialists (TS);	1/1/16 - 6/30/16	All SBCEA members	Transitional Best Practices begin transitioning students; monthly TS network meetings to develop connections	CC students that transition and integrate into noncredit CDCP "Bridge" or credit programs
Establish Articulation Agreements between adult	7/1/15 - 6/30/16	All SBCEA members	Increased number of articulation agreements between AE & CC,	All members have recognized articulation agreements;

schools and all colleges.			and "Blanket Articulation Agreement" models evaluated..	increased number of AE students transitioning to CC through articulation agreements
Developing program outcomes and performance metrics aligned to student learning outcomes (SLOs) for all seven AEBG program areas.	1/1/16 - 6/30/16	All SBCAE members.	Clearly defined exit criteria in all seven program areas are developed.	Common/aligned "Exit" criteria used to assess and assure readiness for post-secondary training.
Developing performance metrics for and Immigrant Integration Pathway	1/1/16 - 6/30/16	All SBCAE members.	Clearly defined ESL and contextualized skills pathways for immigrants	Attainment by immigrants of: drivers license, contextualized skills, involvement in child's education, basic and secondary skills, HSD/HSE.
Expand class offerings in high-demand areas that were disproportionately reduced since 2010	7/1/15 - 6/30/16	Silicon Valley AE	Increase participation levels. Class access to all neighborhoods in the San Jose USD service area.	Reduced numbers on waiting lists. Increase number of students transitioning to jobs, career training or community college
Develop noncredit ABE and CTE "Bridge" courses and programs that align with Career Development and College Preparation (CDCP) requirements.	7/1/15 - 6/30/16	SJECCD and WVMCCD	Noncredit pathways to CTE certificates	Number of courses approved. Number of students.

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.

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
Examine modifications to school calendar to accelerate student progress (quarterly, trimester, semester)	11/1/15 - 6/30/16	All Adult Schools	Students have Increased opportunities to transition to next level. Experiments with short-term workshops.	CASAS testing Documentation and Data. Persistence and transition rates.
Provide/attend staff development on integrating College and Career Readiness Standards into ESL and High School Diploma.	7/1/15 - 6/30/16	All SBCAE members	Students are prepared to enter college level English classes	Decrease in number of students who need remediation at college entrance.
Transition and Learning Disabilities Specialists will assist students in overcoming barriers to learning. Personalized education plans identify barriers to learning.	7/1/15 - 6/30/16	All SBCAE members	Increase in annual number of student learning gains, increase in number of students who progress to the next level	Increase in student persistence rates. Data will show shorter time to achieve transition or certification.

Professional development models that accelerate student learning (ESL bridge classes, Individual Learning Plans (ILP's), accelerated enrollment, contextualized learning).	7/1/15 - 6/30/16	All SBCAE members	Increase in instructor use of models/ promising practices that accelerate student learning	Instructor survey. Student surveys. Classroom observation.
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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
Professional development in integrating College and Career Readiness Standards (CCRS) into ESL and High School Diploma.	7/1/15 - 6/30/16	All SBCAE members. Focused PD on the adult schools ESL, ABE, and HSE faculty.	CCRS "shifts" are incorporated into instructional strategies and assessments. Students are prepared to enter college level English classes.	Faculty survey. Faculty Work Group reports. Classroom observation. Measured decrease in number of students who need remediation at college entrance.
Professional development models that accelerate student learning (ESL bridge classes, Individual Learning Plans (ILP's), accelerated enrollment, contextualized learning).	7/1/15 - 6/30/16	All SBCAE members.	Increase in instructor use of models/promising practices that accelerate student learning.	Instructor survey. Faculty Work Group reports. Student surveys. Classroom observation.
System Integration; Joint PD among guidance and support staff in two systems	7/1/15 - 6/30/16	All SBCAE members.	Counselors, Transition Specialists, guidance and classified staff understand both systems procedures, rules and resources.	Communication, referrals, shared resources among institutions and between systems is more efficient.
AWD resources and strategies identified and shared, especially for Learning Disabilities (LD) in all seven programs.	7/1/15 - 6/30/16	All SBCAE members. Consortium-wide shared counselor dedicated to LD support.	Training on accommodation strategies to identified LD	Faculty Work Group reports - faculty surveys. Classroom observations. Higher percentage of students with an individual education plan, with assessment, and strategies for addressing LD.

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:

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

Examples of activities include:

- o Outreach by the regional Consortium to existing regional structures not yet involved Adult Education that could address a gap or need
- o Expanding utilization of existing regional resources for Adult Education students
- o 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
Connecting with Immigrant Integration Resources	ALLIES (external partnership serving ESL and immigrant populations in Santa Clara and San Mateo)	ALLIES has mapped community resources for ESL and immigrant populations. AR Coalition	All SBCAE members	7/1/15 - 6/30/16	ALLIES and AR Coalition combined serve multiple regions in Santa Clara and San Mateo counties. Over 60,000 adult	Attainment by immigrants of: drivers license, contextualized skills, involvement in child's education, basic

	counties), AE & CC. Admin. Relief Coalition of San Jose (DACA, DAPA) document preparation County Office of Immigrant Relations.	supports all south bay communities with multiple partnerships (Sacred Heart, http://sacredheartcs.org/)			residents of the county are unauthorized.	and secondary skills, HSD/HSE. Number of students referred to immigration services increases.
Expanding Partnerships with Community Based Orgs.	http://sbcae.org/community-partners/ over 30 partners; see list on website	Host/attend formal regular meetings with community partners	All SBCEAE members	7/1/15 - 6/30/16	All south bay communities	data supporting consortium partner involvement in student services
Outreach and marketing, especially underserved communities	All members and an expanding number of community partners	Members' websites, catalogs, ad campaigns and other promotion. Consortium website (www.sbcae.org)	All SBCEAE members	7/1/15 - 6/30/16	All south bay communities	Consortium website interactivity, meeting participation, recognizability
WDBs and connections to business and industry partners and non-profits	work2future WDB. Silicon Valley Community Foundation	Host meetings, participating in regional planning with employers, consortium funded position to do grant search and writing.	All SBCEAE members	7/1/15 - 6/30/16	Local employers.	Grants written for and obtained. Employer supported "workplace learning" opportunities.
Analyze new and existing member and partner resources (RFAs, partner Foundations, etc.) for the adult learners	All SBCEAE members' districts.	Determine eligibility and process to build greater supports for students with additional resources, in and outside the member districts.	All SBCEAE members	7/1/15 - 6/30/16	Local community based organizations.	Increased amount of equity funding in colleges and adult schools, and other embedded resources will address adult learner needs. Increased number of referrals to community resources.

Note: College CalWORKS funds reported in Table 3.1 and Table 5.1 of this document constitute the entire two college districts CalWORKS allocations for FY 2015-16.

These funds are not supplanting or being duplicated. All students served by CalWORKS funds are eligible for CalWORKS. All student/participants have a current Welfare-to-Work Plan with the County's Health and Human Services Department. The funds are identified as part of the report, however CalWORKS reporting has not yet provided clarification for the program area alignments.

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 Partners	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

EXAMPLE

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				

EXAMPL

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.

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.

Both the Levels of Service by Program Area and the Performance Outcomes by Member (Projected Targets), outlined in Table 6.1 and Table 6.2, are new factors for the consortium; they are dynamic and yet to be determined by next steps in the SBCAE implementation plan. Best estimates are provided in the Table, with unique circumstances are noted, as applicable.

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)

The SBCAE region, its demographic and political realities (over 51% of the residents of the country speak a language other than English at home), our shared values, and specific input from our two year planning process demand that our consortium respond to the grounded experience of immigrants in our county.

Our consortium will continue work to develop a structured pathway for immigrant integration, including addressing the specific needs and options for unauthorized residents.

Our plan and the state's designated outcomes focus on workforce development and pathways from community based organization and adult schools to the community colleges. While some institutions are accessible by immigrants, including those without work documentation, the general focus shifts from the immediate needs of an important segment of our population. This de-emphasis of services for immigrants is influenced by multiple policy developments (WIOA, AEBG, etc.)

Through the current fiscal year our consortium will:

- Identify a sequence of education, training and support services for immigrants to integrate into their communities, explore all potential avenues for documentation, and connect with realistic employment opportunities.

- Develop approaches to access "traditional" college and career pathways requiring documentation by attaining DACA, DAPA or other right to work status.

- Identify metrics of progress along Immigrant Integration Pathways which include, but are not limited to:

- developing English language proficiency,
- building cultural competency and capital,
- a deeper understanding of the rights and responsibilities resulting from civic awareness,
- a facility to access mainstream resources for the learners' personal and professional goals.

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)

This year's activities funded by the consortium allocations, as well as the programs and services funded by the MOE in the adult schools, have been carefully reviewed to assure that they directly support the accomplishment of the learner outcomes specified in the AB104 legislation. That these outcomes are closely aligned to the WIOA reporting requirements will facilitate evaluation of the adult schools' as they track and report the literacy gains, HS diploma/equivalency certification, transition to postsecondary training, and (through survey models) employment. The TopsPRO system will produce regular and summative reports on the WIOA benchmarks. It is the consortium's intent to see how these WIOA outcomes can also be measured in the college's programs (e.g. aligned assessments, and data systems that may capture/match the same points if not actually talk to each other).

The annual plan funds personnel in both systems to work with the established data systems to generate what reports are currently possible within each member district, and then aggregate data for the whole consortium. Much of their work will be to identify how the quantitative data can be produced, reported and analyzed. SBCAE also acknowledges that this is a transition year and data produced will be baseline data will be established against which to measure progress in years to come.

The Transition Specialists at all nine institutions will have a role to evaluate effectiveness as they monitor students' progress within their institutions. Working together, they will develop common educational plans with specific student goals, and with the intent for all to measure students' progress along pathways in the same quantifiable ways. To evaluate what's working and what needs to be different, these Transition Specialists and Advisers will also need to gather qualitative data.

This first year's *quantitatively* aggregated data will not be a complete story of our progress. A significant amount of the consortium funding is dedicated to curriculum/program development and other systems change. This systemic change will not immediately be reflected in the increased number of student participants, nor reported in their accelerated progress along pathways. The qualitative analysis of our projects and changes will be critical for our evaluation of effectiveness. Employing our Charter's guiding principles of inclusion and transparency, the consortium plans to work in a continual improvement mode. We hope to establish a culture where every decision is an experiment and, as such, demands review of every decision's impact on students' success. Both quantitative and qualitative analyses will be reviewed regularly with our faculty workgroups, our key community partners and other outside experts. The organization of the data and reporting will be accomplished by personnel whose dedicated functions include evaluation: the data specialists and the Transition Specialists funded by the consortium. Our Charter has established quarterly public meetings with the intent to present data on effectiveness and encourage public inquiry and discussion.

Last, while achieving the WIOA/AB104 outcomes is our primary focus, our consortium also has ambitions to measure progress toward the immigrant integration critical for many of our students. Working with community partners whose mission it is to support immigrants, SBCAE will develop clear and concrete benchmarks and performance measures for the added value of the consortium's Immigrant Integration Pathway (e.g. driver's licenses obtained, credit history established, health insurance obtained, changes in immigration status). The consortium will track progress of our learners as they achieve linguistic competence (the WIOA benchmarks), but also as they demonstrate financial and health literacy, cultural awareness, participate in their children's education, volunteer in their communities, and research equivalencies and reciprocal certification from education and employment experience they acquired in other countries. It is our belief that as we measure and improve immigrant students' integration, the other outcomes of college and career readiness will also increase.

Section 3: Consortium Member Signature Block

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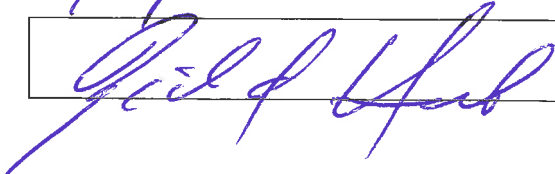
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 Jim Puls

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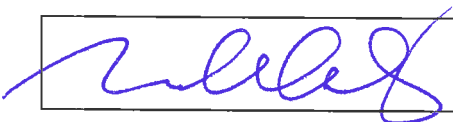
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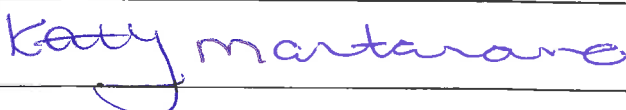
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