

Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** (). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016**.

Please Note: Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

Section 1: Consortium Administration

Consortium Grant Number	Consortium Name
15-328-51	51 South Bay (San Jose Evergreen)

Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
Vujjeni, Kishan	Dean College Transitions & Extension Programs, SJECCD	(408) 918-5113	kishan.vujjeni@sjeccd.edu
Harper, Bob	Director of Adult Education, CUHSD	(408) 626-6402	bharper@cuhsd.org

Funding Channel

The consortium has chosen direct funding

Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically. To add or remove a Member Representative, click **Add / Remove Member Representatives**.

Name	Title	Phone	Email
Camacho, Jonathan	Business Services Supervisor	(408) 918-5108	jonathan.camacho@sjeccd.edu

Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives**.

Name	Member Agency	Phone	Email	Approved
Curd, Gloria	Metropolitan Education District	(408) 723-6450	gcurd@metroed.net	08/19/2015
Martarano, Kathy	Santa Clara Unified School District	(408) 423-3503	kmartarano@scusd.net	09/10/2015
Uribe, Richard	East Side Union High School District	(408) 928-9310	uriber@esuhsd.org	10/15/2015
Conroy, Mae	West Valley-Mission Community College District	(408) 378-0841	mae.conroy@wvm.edu	10/20/2015
Jordan, Cheryl	Milpitas Unified School District	(408) 635-2600	cjordan@musd.org	08/25/2015
Vujjeni, Kishan	San Jose-Evergreen Community College District	(408) 918-5113	kishan.vujjeni@sjeccd.edu	09/08/2015
Harper, Bob	Campbell Union High School District	(408) 626-6402	bharper@cuhsd.org	09/08/2015
Gamble, Rob	West Valley-Mission Community College District	(408) 855-5255	rob.gamble@missioncollege.edu	08/30/2016
Watson, William	San Jose-Evergreen Community College District	(408) 918-5105	william.watson@sjeccd.edu	08/30/2016

Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)

- Yes
 No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

 [Download Governance Plan Template](#)

Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.



Do you have changes to your Organizational Chart? (Select Yes or No)

- Yes
 No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

As a direct funded consortium with all decisions made by consent, each institution has a primary and alternate Steering Committee member. The SBCAE is Co-Chaired by one Adult Education and one Community College representative and as such one representative from Adult Education and from Community College respectively work together to manage our block grant and roll up grant expenditures to certify and report to the state.

The Fiscal Coordinator collects each member's certified expenditure report and combines all into a single SBCAE expenditure report for the State.

Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.

- Yes
 No

None

Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
Milpitas Unified School District	\$768,242
Santa Clara Unified School District	\$1,859,484
East Side Union High School District	\$6,298,697
Campbell Union High School District	\$3,183,518
West Valley-Mission Community College District	\$458,745
San Jose-Evergreen Community College District	\$1,490,633
Metropolitan Education District	\$2,498,950
Total	\$16,558,269

Section 2: Plan Summary for Program Year 2016-17

The AEBG effort focuses on the 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. The Annual Plans focus on what will be done to make progress toward that vision each year.

Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.

SBCAE made marked progress in the first year of implementing its Three Year Regional Plan. Systemic reform to accelerate the achievement of more adult education students in our consortium began in earnest. While all of the objectives and activities listed in our Annual Plan for 2015-16 were addressed, the pace of implementation was slower than we projected. The delay in receiving funding, the challenges of seven districts' different personnel and operational practices, and the challenge of finding instructors slowed our progress. Direction on how to capture outcomes to measure and report progress was received late in the year. For these reasons, the summary of our progress for 15-16 also provides an outline on what we still need to do as we enter the second year of implementation. But while we need to continue and accelerate our progress, we are proud of the accomplishment of our Faculty Work Groups, our new Bridge and Transition programs and co-located classes, professional development for faculty, the beginning of a strong network of Transition Specialists, and our connection with our community partners (especially around the development of an Immigrant Integration Pathway). The principles and direction of our Three Year Plan remain our roadmap, and we have increased confidence on what we can do together in the years to come.

The structures and relationships that we have built to date will strengthen and expand in our second year. Our Faculty Works Groups will continue to direct the mapping of assessments, rubrics, skills matrices, while aligning curricula, embedding CCR Standards and determining SLOs among all consortium members in our region. They will assess the need and identify content of continuing Professional Development.

The Steering Committee has developed efficient working relationships among members, and there will be increased and more effective communication with stakeholders both in the seven districts and the community. This year's plan will outline robust outreach, both to partners and potential students that have been missed. We will the work to increase the understanding of our structure and opportunity both among our member districts and community partners. We will focus on leveraging more community resources. We will expand regional collaborations with industry and community partners in an effort to develop career pathways for all students.

Transition Specialists will be fully operational at all member institutions, operating as a strong network to facilitate the accelerated progress of students toward their goals. The regular collaboration among them will be a critical

structure to move the consortium forward.

This year will see increased articulations between the systems with classes, sometimes co-located, in which students can be dually enrolled, often receiving college credit at completion. Innovative schedule and delivery models, and noncredit ABE and CTE "Bridge" courses aligned with the regional economy's needs will expand.

Last, to the degree we are able, we will build systems and practices to collect and evaluate much more data about the impact that 16.5 million dollars of adult education funding has on our region. With one year of baseline data, we will strive to increase our outcomes to show the state and our community the positive collective impact that is possible.

Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
ALLIES	Non-Profit focusing on ESL Pathways	Prof Development
Catholic Charities	Non-profit	Support services: legal, economic, education.
Center for Employment Training	CBO	Employment training to disadvantaged populations.
Sacred Heart Community Service	Non-profit	Integrated support: housing, clothing, food, training.
Santa Clara County Libraries	County Library system	Library: literacy programs (WIOA)
Santa Clara County Office of Immigrant Relations	County government	Social services
work2future	Workforce Development Board	WIOA Title I, II, and IV Services
Working Partnerships USA	Labor-based non-profit - economic justice advocacy	Job training and development

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

ALLIES and Working Partnerships is leading a project to identify immigrant integration assessments, milestones, and metrics of progress for the SBCAE consortium. The agencies have created a design team (with key community partners, including the city of San Jose's "Welcoming San Jose" office), community advisory group, student focus groups, and consortium staff to identify the framework for accelerating immigrant integration for the SBCAE students. Working together with the consortium's Transition Specialists and counselors they will produce a tool to use in developing individual educational plans to assess barriers and render appropriate referrals and services. (Also, see below for immigrant referral project with Sacred Heart).

Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

We developed and delivered the first of the non-credit CTE Bridge programs in the colleges (first round at Evergreen) which helped lower basic skilled adults develop skills in the contexts they would pursue in credit and certificate programs. Students were recruited from all five adult schools as this "pipeline" to college began to flow.

Co-locating college classes on the adult school campus was a significant experiment that, for the most part, achieved results. Without question, many of the adult school students in those classes would not have "transitioned" if the classes had not been co-located on the adult school campus. Co-enrollment for some students, however, meant that some lower-level students had skills challenges, and the additional support provided for some classes was critical to the students' persistence and success. We will continue to work with this model, where basic skills support is added to CTE instruction. How and when this additional "basic skills" support is provided is an area we will continue to study. What we know is that co-locating college classes on adult school sites has results.

An important "new" service for students, as outlined in our regional plan, is work of a Transition Specialist at every member institution. Working with students to identify goals, address barriers, develop plans and assure a "warm hand-off" is made from one institution to another, in central to the consortium's goals. While there were delays (see challenges below) the staff from each member, not just faculty work groups or the steering committee, began true systemic change. Relationships were deepened, but systemic functions were added which will provided new support students.

There were two primary challenges that prevented the expansion of services and programs outlined in our Regional Plan and the activities listed in our Annual Plan. First was the timing of the release of the funds. Given the logistics of hiring, setting up new sites, curriculum and other preparation, the arrival of funding late into the fiscal year delayed action. Second, the ability to recruit and hire instructors and other personnel was a challenge. While all levels of education in all areas of the state are struggling to find teachers, the Silicon Valley, with its cost of living highest in the nation, and the relatively low compensation that adult education can provide, slowed plans to expand classes and services. Also, equal progress in all nine institutions, with their differing personnel processes, organizational

cultures, and historic operational differences, was a challenge. These operational differences delayed achievement of some goals in the annual plan, e.g. having a Transition Specialist at each member institution.

Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

The members of the consortium - faculty, guidance staff, classified staff, and administrative staff - were focused on the goals and objectives of the regional plan. The coherence of our efforts, the collaborations and communication, build programs and supports that already have had a significant impact on the adult education students' success in the region. In our region a higher level of skills, specifically writing, is needed for career and college success. The need for increased rigor in the adult schools' ESL and basic skills programs was identified by the faculty workgroups, and instructional solutions began to be developed. Bridge programs into career training in the colleges and these curricula were developed, approved, and begun at Evergreen Valley CC. Our study identified huge gaps in services for adults with learning differences, and by summer we had created a job description and hired an AWD specialist at Santa Clara Adult School who will serve the whole consortium. Our county's international demographic (over 66% of the residents of the county were either born in another country or the child of an immigrant), reinforces our efforts to connect more with community partners who serve immigrants. In addition to the Immigrant Integration Pathway project described elsewhere in this report, we were engaged by a coalition of over 20 CBOs to build networks of immigration services - referrals and supports. Our local Workforce Development Boards, especially with changes to WIOA legislation, have reached out to the consortium to serve the most marginalized in our region. Our region's heated economy is good for many, but has also hollowed out the middle-level jobs. The "two valleys" continue to drift apart, with many of the working poor moving away. The consortium's work this year, and even more in the next two years, will be to position us to work with community partners to address this economic divide, which is more apparent in our region than anywhere in the state (statistics provided upon request).

As referenced in other places in this annual report, the delay in the release of funding resulted in an inevitable slowing of our work. The differences in institutional culture, operations (i.e. personnel practices), and pace will continue to be a challenge; we will continue to learn about each other. But by summer, a network of Transition Specialists from all members was meeting with a calendar of collaborative work set for the 16-17 year. The lack of clarity about an undocumented student's ability to be received by the colleges was a barrier to identifying pathways for those students. To repeat again, the ability to find teachers is a very significant barrier to moving forward with many of goals and objectives.

Section 3: Consortium Expenditures by Program Area and Objective –

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

2015 - 16 Expenditures							2016 - 17 Planned Expenditures								
Program Areas	Budgeted			Spent			+/-	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total									
3.1a Adult education (ABE, ASE, Basic Skills)	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1b English as a second language	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1d Career and technical training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1e Adults training to support child school success	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1f Older adults in the workforce	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1b Obj. 4: Gaps in Services	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1c Obj. 5: Accelerated Learning	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1d Obj. 6: Professional Development	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1e Obj. 7: Leveraging Structures	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-								
1000 Instructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-								
2000 Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-								
3000 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	-								
4000 Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	-								
5000 Other Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	-								
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-								
7000 Other Outgo	\$0	\$0	\$0	\$0	\$0	\$0	-								
Indirect / Administration	\$0	\$0	\$0	\$0	\$0	\$0	-								
Total	\$0	\$0	\$0	\$0	\$0	\$0	-								

Key
 ▼ = Under
 ▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

[sbcae_aebg_consortiumexpenditures_080516.pdf](#)

Section 4: Consortium Action Plan Review and Update —

Regional Assessment Plan Updates

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.

There are still substantial differences in how all consortium members assess students, at intake and placement, and with both formative and summative assessments. This will continue to be important work for our faculty workgroups (basic skills and ESL), our curriculum specialists, and our Transition Specialists to develop common/aligned metrics. To date we have charted what skill levels are assessed by what instruments - our five adult schools are all WIOA programs so have much more alignment among their assessment practices than the colleges. CASAS and other assessments aligned to the old ESL and Basic Skills standards make adult schools able to share assessments information about students more easily. The colleges have hopes that the Common Assessment will resolve some of the issues of alignment among the tools used now (Accuplacer, the moribund Compass, and especially the locally-developed assessments which vary greatly from college to college). Additionally, colleges look at the WIOA assessments - with some direction that the Workforce Development Boards and all WIOA programs will develop regional understandings of common assessments. While of assessment of progress toward Immigrant Integration is a additional goal for the consortium, increasingly the consortium looks to the established WIOA assessment and accountability systems to be our road map.

In short, what's used for appraisal, placement, and learning gains assessment is identified in the region. The plan to more closely share tools, more clearly track alignments, and integrate data about students, is a goal for the workgroups and consortium's curriculum specialists for the 16-17 year.

What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
No Data		

Student Data Tracking

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?

Four of the adult schools in the consortium use the ASAP student information system. The fifth school (East Side) uses a legacy system developed by the district. As WIOA programs, all the adult school systems export/import to the TopsEnterprise system. In reporting outcomes to the AEBG Office for this last year, the adult schools chose to produce data for the nine tables from TE. Although the total numbers were smaller in some categories from TE than what ASAP produced, the consortium decided that the TE numbers, reported to the state as a part of WIOA accountability, were more reliable and at the very least were from one consistent source. The four colleges ALL USE DATAMART LYNETTE CONFIRM THIS IS TRUE AND ADD MORE INFO ABOUT THE COLLEGE'S PROCESSES TO TRACK STUDENT DATA.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
ASAP	ASAP	SIS, Attendance, Outcomes
TE	CASAS	Assessment, outcomes, staff and student data.

2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

- (A) Improved literacy skills
- (B) Completion of high school diplomas or their recognized equivalents
- (C) Completion of postsecondary certificates, degrees, or training programs
- (D) Placement into jobs
- (E) Improved wages

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

We developed a common job description for Transition Specialists. We began to staff Transition Specialist positions in all member districts. Transition Specialists' primary responsibility it is to facilitate warm hand-offs for our students and to provide them with targeted guidance services. Certainly a challenge that slowed our progress was the delay of receiving AEBG funding until well after mid-year, and the complicated personnel processes in some member districts. These challenges meant that these critical positions, a central feature of our Three Year Regional Plan, and subsequent Annual Plans, were still not fully staffed by Summer 2016.

Our Faculty Work Groups started the work of aligning curricula both between the systems and among the adult schools, including creating rubrics for ESL which lay the foundation for the development of shared assessments in 2016-17. ESL and ASE curriculum coordinators were hired to help facilitate the review of ESL and HS/HSE curricula across our region. As a result, we have started to identify common entry/exit points, to align curriculum and to share materials. The ESL faculties have made considerable progress to identify writing and digital literacy as the weakest links in our transitions from adult schools to post-secondary education. Additionally, through the Work Groups we have discussed the need for a common work-based assessment system to support seamless career pathways.

West Valley College co-located both credit CTE and not-for credit ESL classes at Campbell Adult to explore how co-location may better facilitate seamless transition. This is a promising practice that we hope to expand to all adult schools in this next year

Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response: (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
Continued joint professional development for faculty and guidance staff from both systems focused on themes identified by faculty work groups.	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, including fac. Faculty survey and classroom observations.
Continue the mapping of courses and SLOs between the two systems.	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.	All institutions identify measurement of the same skills, even with different tools.- Yes! 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 the "No Wrong Door" model.	Transitioning students smoothly & quickly between systems.	SBCAE member assessment. Common personalized education plan developed and used. Common referral system established.
Associate Deans in Evergreen and San Jose colleges will help build new non-credit classes in the colleges and work with the Transition Specialists to develop pipelines and pathways.	Support for building non-credit programs in the colleges.	Non-credit programs are approved, faculty supported, and non-credit classes sufficiently full.

Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

All Faculty Work Groups identified gaps in their program areas and these gaps will be the focus for our work next year. The CTE workgroup vetted six non-credit . San Jose -Evergreen district began to offer the first of several Bridge programs, developed by the Workforce Institute in the SJECCD . As described in our Regional Plan these Bridge programs recruit and serve basic skilled adults into non-credit CTE programs, preparing them for transition into credit. This first Bridge class started in June as students were recruited from all five adult schools and enrolled at Evergreen Valley College.

We also hired a disability support specialist, working out of Santa Clara Adult School, to work with teachers and students across our region. This next year the specialist will create resources, design curriculum, and support teachers, so our students with learning disabilities have more opportunities to succeed.

Because of funding delays, limits of funding, and especially challenges in finding instructors, many waiting lists still existed. Additionally, work with our partners, and additional community outreach, tells us that there are still communities and populations underserved. This next year will be demand that we do more focused outreach and marketing. Recruitment of teachers will be a critical need to address the gaps in the ways we have planned.

Objective 4 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Curriculum specialists and Work Group Chairs will continue to coordinate the review and alignment of curricula and identifying gaps.	Curriculum Alignment Among Schools and Between Systems	Analysis of master curriculum alignment document and SLOs across programs and institutions.
All institutions will have Transition Specialists who regularly review data on student transition, identifying promising practices and continuing gaps.	Transitional Best Practices begin transitioning students; monthly TS network meetings to develop connections.	Data systems and practices will track students that transition into post-secondary, including noncredit CDCP "Bridge" or credit programs.
Explore additional Articulation Agreements between adult schools and all colleges.	Increased number of articulation agreements between AE & CC, and "Blanket Articulation Agreement" models evaluated.	All members have recognized articulation agreements; increased number of AE students transitioning to CC through articulation agreements.
Continue work to develop program outcomes and performance metrics aligned to student learning outcomes (SLOs) for all AEBG program areas.	Clearly defined exit criteria in all AEBG program areas are developed.	Common/aligned "Exit" criteria used to assess and assure readiness for post-secondary training.
Develop a tool for use with immigrant students to identify individual needs, barriers and goals performance metrics for and Immigrant Integration Pathway.	Clearly defined objectives and metrics of integration for immigrants.	Data systems and practices in place to measure progress toward identified objectives.
Work collectively on teacher recruitment in order to expand class offerings in adult schools.	All adult schools are able to staff the classes offered, to the degree funding allows.	Reduced numbers on waiting lists. Increase number of students transitioning to jobs, career training or community college.
Expand and improve recruitment to noncredit ABE and CTE "Bridge" courses and programs that align with Career Development and College Preparation (CDCP) requirements.	Noncredit pathways to CTE certificates.	Number of students who register in Bridge programs increases. No Bridge program is cancelled because of low enrollments.
Expand facilities to house new student services and increase delivery capacity.	New offices and classroom space for student services.	Increased number of services and students moving to transition services.

Objective 5: Acceleration

Activities and plans to accelerate student progress toward academic and/or career goals.

We have created dual-enrollment opportunities for our students by co-locating college classes on the adult education campuses. Students are able to earn college credit while still attending the adult school. In addition, many adult schools expanded course offerings in Independent Study, ESL, and Family Literacy and utilized blended learning strategies (online learning and tutoring) to help students complete their courses of study faster. One adult school has hired a resource teacher to specifically work with individual students to accelerate the skills (often writing) needed for success in post-secondary education. Adult schools are developing more skills-based ESL classes, and in several schools expanded class schedules have enabled teachers to have more individualized contact with students to focus on their personal learning and career goals. West Valley College is developing a "boot camp" Transition Class for ESL students at the adult schools, short term, to accelerate the preparation for adult school students for success in post-secondary learning.

Objective 5 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Create and align calendars of offerings in Bridge Programs, Transition Classes, Shorter term bootcamps and other “transition points” that support accelerated transitions.	Aligned or innovative calendars give students increased opportunities to transition to next level.	Comparing data of transitions, outcomes with 2015-16 baseline data.
Professional Development in integrating College and Career Readiness Standards into ESL and High School Diploma. (Including CalPRO Training at Milpitas Adult School). Curriculum adapted, books and materials identified, assessments aligned to CCRS.	Teachers have strategies, curriculum, and materials.	Decrease in number of students who need remediation at college entrance.
Transition and Learning Disabilities Specialists will assist students in identifying and overcoming barriers to learning. Establish system of referrals.	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. Referrals will be tracked and followed up to determine success.
Explore establishment of a “Regional Resource Center” for assessing student needs and barriers, similar to the SparkPoint model.	Student assessment of needs and immediate referral to resources.	Increased persistence of students.
Professional development models and instructional delivery that accelerate student learning (ESL bridge classes, Bootcamps. College classes co-located on adult school sites), Individual Learning Plans (ILP’s), embedded teacher-student contact time, accelerated enrollment, contextualized learning).	Increase in instructor use of models/ promising practices that accelerate student learning.	Instructor survey. Student surveys. Classroom observation.

Objective 6: Shared Professional Development

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

Our Work Groups were asked to identify what types of professional development would be most important for the whole consortium for the upcoming year. As a result, Santa Clara AE hosted a PD on Adult Learning Styles and Brain Development, and West Valley College offered an intensive two-day workshop on IBEST contextualized ABE/ESL models for the whole consortium. Staff at CACE attended the CalPRO training on College and Career Readiness Standards and are now working on embedding these standards across all programs, supporting the consortium-wide effort to align curriculum between the systems. We have many more plans for continued professional development in this next year, including hosting CalPRO training on CCRS at Milpitas Adult School and more contextualized basic skills training.

Objective 6 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Continue professional development in integrating College and Career Readiness Standards (CCRS) into ESL and High School Diploma.	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).	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.	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 Specialist works with all members to design professional development with resources and strategies identified to address Learning Disabilities (LD) in all programs.	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.

Objective 7: Leveraging Resources

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

We hosted community forum meetings and invited our community partners including WDB, Santa Clara County Social Services, representatives from the libraries and others to work with us to address gaps and barriers and to brainstorm solutions and potential partnerships. Specifically, our effort to develop an Immigrant Integration Pathway with clearly identified metrics of progress attracted the participation of a wide variety of local non-profits and county and city government departments. This work will continue to provide opportunities in the next year to expand the collective impact of leveraged regional resources. In our CTE work group, we developed a plan to explore a regional advisory for Career Technical Education next year. The development of the Annual Plan provided opportunities for exploration of other funding in each of the member districts, an area of continued exploration in the coming year. Similarly, our consortium was active and led discussions with other Bay Area consortia to explore working collectively to seek data solutions for AEBG in 2016-17.

Objective 7 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Work with Community Partners to develop Immigrant Integration Resources - Individualized Planning and Referrals.	ALLIES (external partnership serving ESL and immigrant populations in Santa Clara and San Mateo counties), Working Partnerships USA, and County Office of Immigrant Relations.	The Silicon Valley Community Foundation, through ALLIES has funded a regional effort for our consortium to have a tool to use with students to track progress toward immigrant integration.	Expand relationships with ALLIES and AR Coalition combined serve multiple regions in Santa Clara and San Mateo counties. Over 60,000 adult residents of the county are unauthorized.	Attainment by immigrants of: driver's license, contextualized skills, involvement in child's education, basic and secondary skills, HSD/HSE. Number of students referred to immigration services increases.
Expand Partnerships with Community Based Organizations.		Host/attend formal regular meetings with community partners.	Expand relationships with all south bay community-based organizations.	Data supporting consortium partner involvement in student services.
Focused outreach; hire marketing firm to develop a marketing plan, with multi-lingual materials and media, especially outreach to underserved communities.	All members and an expanding number of community partners.		Expand relationships with all south bay community-based organizations.	Increased participation of students from under-served communities and demographics.
Expand connections with WDBs and connections to business and industry partners and non-profits.	work2future and NOVA WDB. Chambers of Commerce. Community-based organizations.	SBCAE making focused visits and developing MOUs.	Expand relationships with local employers and non-profits.	Employer supported "workplace learning" opportunities. Increased number of referrals.
Conduct grant search and strategic fund development. Explore leveraging other funding in member districts.	All SBCAE members' districts.	Determine eligibility and process to build greater supports for students with additional resources, in and outside the member districts.	Expand relationships with all 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.

Section 5: Annual Plan 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 2016 – 17 AEBG Program Assurances Document.

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 2016 – 17 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



[Click here to confirm that you are ready to submit your Annual Plan.](#)