

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 15, 2018, 3:57 AM UTC Action Taskman

51 South Bay Consortium for Adult Education

Plans & Goals - Consortium Approved

Executive Summary

Development/implementation of the 18-19 plan is facilitated by the collaborative structures of SBCAE. The Steering Committee, with faculty representation from both systems, meets twice a month. These reps assure that allocations are made consistent with the regional and annual plans. Other SBCAE groups include: a Consultation Council, with faculty and classified reps from all members; a network of 15 Transition Specialists from all members; 4 faculty workgroups with reps from all members; and a data team from both systems. These groups regularly evaluate the progress of the 9 project workplans and their coherence to the Regional Plan: SBCAE's Vision of a "no wrong door" system of adult education with clear and easily navigable pathways for adults as they progress from basic skills into training and family-sustaining employment with courses that accelerate progress with systems of targeted supports. SBCAE is also committed to specific supports for immigrants to achieve greater integration into their communities, and for students with learning differences to receive appropriate instruction and support. A central guiding principle has always been to focus on the needs of students, not on institutions. Other accomplishments this year include: transition specialists working together to expand support services; an adults with disabilities specialist supporting all members; college classes co-located at adult schools; web-based navigation resources for students; piloting supports/metrics for immigrant integration; CTE bridge classes; colleges joining 3 adult schools in a WIOA consortium; curriculum development and articulation in ESL and Basic Skills; community outreach; data and accountability, and professional development, including special focus on adults with disabilities and Human Centered Design. Primary goals for 18-19 will build on these 9 project areas – some activities will be extended from last year, and some new activities emerged from what we learned. A new priority for 18-19 is to explore how other funds may be leveraged. Also, in 18-19 we will work to better define and measure what's effective. These nine revised project workplans, distilled in the responses to Regional Needs and subsequent Strategies below, express the primary goals for the 18-19 annual plan. Our mission is embodied in these projects and ongoing review affirms that current allocations are used by all members to carry out the activities listed in the project workplans.

Regional Planning Overview

Our consortium has learned a lot from our work together and from our community partners in the last three years and we will build the new Regional Plan on that foundation. Some information gathering for the planning process will be similar to the last process. We will study new regional data, both the workforce data from our local Workforce Development Boards, and all other regional job market data from other sources. We've set a goal of understanding more deeply the demographics of our region, as evidenced in our intentional focus on the diverse needs of immigrants. This work has developed public and private partnerships which will support our regional planning. Qualitative data used to inform our regional plan will be produced from multiple "focus interviews" with key leaders in our region; social services, criminal justice system, homeless and foster youth system, and workforce leaders both in the public sector and private industry. We will again convene multiple focus groups of students and community partners. Already we have used a student survey to capture student reflections on what we are doing well and what can be improved. We will feed these topics back to student leaders facilitating the student focus groups. After three years we believe our internal structure of collaborative groups of representatives from all members and all disciplines will be critical to the development of the regional plan. Our Steering Committee, the Consultation Council, our Faculty Work Groups, our network of Transition Specialists, and our Data Team will all be critical to assess what has been effective, what needs to be new and different, and what constitutes the next Regional Plan. It is our goal to have these groups, which will continue to function in the next three years, be the drivers of the plan, and in this sense the plan will be generated from, implemented by, and sustained by those adult educators who are doing the work on the ground. Last year we held a consortium-wide professional development day focusing on Human Centered Design, deeply engaging us in these principles focusing on the grounded-experience of students. Our consortium had a team doing further training on HCD in June and July. It is our intention to imbue the production of our next regional plan with this attention. The first guiding principle of the

SBCAE Charter is, "Focus on the needs of adult education students first." That will continue to be our NorthStar going forward.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Adult learners need more support to navigate pathways in a complicated educational system. The region needs a "no wrong door" adult education system. Many of our strategies and resources in the last three years have been intended to build a more easily navigated system. New positions and practices are needed to better help students navigate within and among member institutions and receive more supports.

How do you know? What resources did you use to identify these gaps?

From the inception of our consortium, we've embraced a vision of a "no wrong door" system of adult education with providers working collaboratively and navigation of pathways for students among consortium members and other regional providers clearly understood. This vision emerged from the broadly participatory process that identified the gaps addressed in our Three Year Regional Plan. That process, with extensive regional data of need, focus groups and interviews with key community partners and leaders, and extensive dialogue among faculty and staff in our member institutions, identified objectives and priorities which still guide us in 18-19. In a sense, this response applies to all five of the regional needs presented in this 18-19 annual plan for the SBCAE. Our governance and decision-making processes determined that, given that our regional plan was extended for a fourth year, the work for this next year would build directly upon the work done last year responsive to this regional need already identified.. In our regional planning process multiple surveys and focus groups with students, faculty, and community partners identified this goal of student support and assisted navigation as a high priority need. Students need supports to understand where they are in a pathway, what their options are, and how to identify current and future opportunities. Additionally, many of our students have barriers to progress outside of the classroom that need to be identified and, to the degree we can, addressed. Our Regional Plan described a new position of Transition Specialist to be established at all nine institutions. In the past two years the group of Transition Specialists (now numbering 15) have been supported to develop among themselves a community of practice wherein they meet twice a month to review best practices of helping students navigate through the system, to identify more clearly what are the possible pathways for students, and to share resources for addressing student barriers. While certainly not the only staff among members who provide these supports, this network of Transition Specialists has often been the space where student options, recruitment, and support services are first identified and shared with the rest of the consortium. As we enter the 2018-19 school year, the Transition Specialist network has affirmed that this is still the prioritized regional need.

How will you measure effectiveness / progress towards meeting this need?

The work plan to address this Regional Gap makes explicit eight areas in which progress will be made. First timelines and reports of student service will mean that we have simplified and standardized data collection and analysis (see regional gap 5) Second, by the end of the year we will have recruited a pool of student ambassadors who will assist in the navigation of other students to progress along pathways and among members. A process will clarify the roles and responsibilities for Transition Specialists and those in each site who interact with them. We will have a graphic representation of our mapping levels of support for students at all levels, as we seek to assure equity of services among members and programs. The Transition Specialists will have identified additional effective practices of the "warm handoff" and as a result more students will transition among members and from program to program. Transition Specialists from the adult schools and colleges will meet as separate focus groups to identify the needs unique to their systems (which will also inform the next regional plan). The referral/case management tool, the third party software CommunityPro, will be implemented and all Transition Specialists and other appropriate support staff will be trained in its use. Unquestionably the additional measure of success, beyond these eight objectives from the annual project work plan, will be the increased number of students who move from one system to another and from one program to another. And while the state creates the Dashboard to report on successes over time, our consortium will measure success in closer to real time. The Regional Need #5 described in this annual plan

outlines the effort to get more data about students' progress. In addition to longitudinal data about student completions, workforce advancement, we'll need more immediate reports to identify springboards and leaks, successful practices and areas that need improvement. In a very real sense, reviewing these data of students' progress along pathways, from system to system and program to program (including our local expanded definitions of metrics of immigrant integration), will both define effectiveness and are central to our work in 2018-19.

Regional Need #2

Gaps in Service / Regional Needs

Curriculum and assessment between the adult schools and colleges need to be articulated, with agreements enabling ESL students in adult schools to transition directly into college classes. Basic skills curricula in the adult schools, ESL and HS diploma or equivalency, need to be examined for consistency and for sufficient rigor that prepares students for success in post-secondary. Last, we need to expand curriculum that contextualizes basic skills and aligns to specific career pathways.

How do you know? What resources did you use to identify these gaps?

The broadly participatory process that identified the gaps addressed in our Three Year Regional Plan and identified this as a need. That process with extensive regional data of need, focus groups and interviews with key community partners and leaders, and extensive dialogue among faculty and staff in our member institutions identified objectives and priorities which still guide us in 18-19. As our subject area workgroups met, these gaps were affirmed in their study of student competencies and outcomes, the review of the number of students that progress successfully (quantitative), and the focus interviews and narrative research by our consortium support/transition staff, like the Transition Specialists.

How will you measure effectiveness / progress towards meeting this need?

Again, the lack of regular practice in looking at the effectiveness data in real time is a clear need, and so a strong focus of this annual plan. The goals described in Regional Need #5 will be responsive to answer the questions about what's working, what still needs improvement and scrutiny, and what are goals, perhaps even performance targets in the new Regional Plan. The environment and expectations of AB705 will have a significant impact on our work to meet this need, and may provide new measures for us to use. Still, the faculty workgroups looking at curriculum, instruction and assessments, will be the bodies where these questions about the progress made will be addressed most immediately.

Regional Need #3

Gaps in Service / Regional Needs

Students need help to understand the CTE system of programs and courses. There is a need to better identify those CTE pathways currently in place, and to find entry points with contextualized basic skills, or CTE with basic skills supports. Students need more accessible delivery options, including offering college CTE on adult school campuses, as well as a variety of ways to access information to understand where career pathways start, continue and end in certification and employment.

How do you know? What resources did you use to identify these gaps?

The broadly participatory process that identified the gaps addressed in our Three Year Regional Plan clearly identified this as a regional need. That process with extensive regional data, focus groups and interviews with key community partners and leaders, and extensive dialogue among faculty and staff in our member institutions identified objectives and priorities which still guide us in 18-19. One of the nine project area workplans in 17-18 included further goals, objectives and strategies to build clearer career pathways, and address gaps in information, program design, and students' support for navigating the pathways. The CTE workgroup regularly reviewed our progress, and certainly confirmed that despite good work done, this is still an area of need. The continuing study of this workgroup has prioritized for this next year the completion of a student-friendly web-based tool to explore all CTE pathway options, and work to connect more effectively to Pre-Apprenticeship programs.

How will you measure effectiveness / progress towards meeting this need?

The general ability to capture, report, and analyze data on student progress and outcomes is a strong focus for 18-19. Specifically, for this area we will look at the number of students who track from basic skills to either bridge programs (including IET courses) or directly into CTE. Our work this year, and in the Regional Plan, will be to build capacity to look at data that is not dependent solely on the Dashboard that is being developed at the state level, with its hoped-for connection to

EDD data. We need to see which students have been able to progress along a pathway, at each transition point in that pathway. More immediately for the current year the CTE navigation portal will be complete. We will measure the number of potential clients who use this tool. Given its initial use in Fall 2018, this year will create baseline data. We will hope to track how many students use the tool, and then actually engage in CTE programs as a result.

Regional Need #4

Gaps in Service / Regional Needs

While our consortium prioritizes the outcomes established by AB104 for the adult education programs, we also have identified the need for additional support for immigrants will help them achieve AEP outcomes. In 18-19 we will continue to develop curriculum and support services to help immigrant students integrate better into their communities. We will work a second year to implement the ALLIES Immigrant Integration Framework within our consortium and with our many community partners.

How do you know? What resources did you use to identify these gaps?

The broadly participatory process identified the gaps addressed in our Three Year Regional Plan. That process with extensive regional data of need (including demographic data about the number of immigrants and English learners in our region), focus groups and interviews with key community partners and leaders, and extensive dialogue among faculty and staff in our member institutions identified objectives and priorities which still guide us in 18-19. After the Regional Plan called out the specific need to be more intentional about how we support immigrant integration in both educational systems and the community at large, our consortium worked together with a regional non-profit, ALLIES, as well as the City of San Jose Office of Immigrant Affairs and the Santa Clara County Office of Immigrant Relations, along with several large community-based immigrant-serving organizations, to create the Immigrant Integration Framework, with its suggested eight goal areas in which progress could be measured. This was informed by, and parallel to, many initiatives in our region to identify how better to serve the needs of immigrants, including our two local WDB regional plans and the Welcoming San Jose project.

How will you measure effectiveness / progress towards meeting this need?

Last year our Immigrant Integration project built a large database of immigrant serving institutions. This year we will support more professional development for staff to use these resources, and develop capacity to track referrals to them (and explore how we can better measure what actually happens for the students when the referrals are made). Increased referrals to immigrant-serving institutions will be one measure. We have mapped the EL Civics curricula against the IIF eight goal areas. Additional EL Civics units produced, and the data on how many students successfully demonstrate progress in these competency-based assessments will be another measure. A significant other measure will be possible from our work with the Stanford Institute on Immigration Policy. Through spring and into summer we have been piloting with them a survey of immigrant integration that they have been developing in both Europe and the United States. The work this year will be to explore how this (valid and reliable, according to Stanford) measure can be used by our consortium to assess progress toward immigration. In short, the entire project in our consortium to develop more supports specific to immigrants' general and individual needs is to also identify the data to determine what's working, and what needs to be different.

Regional Need #5

Gaps in Service / Regional Needs

The Region needs to identify, capture, and analyze data to determine what is effective for adult education. WIOA metrics/outcomes have increased our consortium's capacity to look at common student outcome data. Other AEP measures more completely identified in 17-18 also establish more common language and metrics. But regular aggregation and review of student outcomes has not sufficiently informed our consortium's review of how SBCAE is achieving its mission.

How do you know? What resources did you use to identify these gaps?

In our last Three Year Regional Plan we established a clear process of prioritizing our resources and efforts: five tiers of priorities in the broadly participatory process that identified the gaps addressed in our Three Year Regional Plan. That process with extensive regional data of need, focus groups and interviews with key community partners and leaders, and extensive dialogue among faculty and staff in our member institutions identified objectives and priorities which still guide us in 18-19. In a sense, this response applies to all five of the regional needs presented in this 18-19 annual plan for the SBCAE. Specific to this need, as we look at annual allocations, and as all of our stakeholder groups are asked to measure progress of our 9 annual

workplans, we have seen that there is little attention to specific data on student progress through the pathways. Even now that the four colleges are a part of the WIOA Title II program, and we have these common measures, this in itself has produced evidence that we need to do a better job not just of identifying measures, but actually aggregating and using them to inform our decisions. Also, as this year we also established a team of data professionals from each system, they, as they have engaged the data systems currently in place, have affirmed that this is an area that needs much more attention.

How will you measure effectiveness / progress towards meeting this need?

Regular reports of student demographic data (whom we are serving) and outcomes data (how well we are achieving AEP metric goals) will be produced and made available for all constituent groups to review (Faculty Work Groups, Consultation Council, consortium partners). The Steering Committee will establish a calendar of formal review of data on student outcomes in order to determine consortium-wide definitions of effectiveness. In addition to the statewide (AEP) outcomes as defined in the August, 2017 Data and Accountability whitepaper and the WIOA Title II outcomes, the consortium will continue to explore additional metrics of student progress unique to our consortium. The Immigrant Integration metrics (Regional Gap #4) are but one example of these additional outcomes. The last regional plan identified additional goals of student support services, and the use of the CommunityPro “case management” software in 18-19 will be an opportunity to capture these kinds of supports. Working with our partners in the community will be an important local indicator of progress if we are able not only to identify a support in the community and make appropriate referrals, but explore capturing more data on how the referral achieved its purpose. The 18-19, with students’ outcomes now more clearly defined for AEP consortia, will enable data collection and analysis to inform the Three Year Regional Plan. With baseline data and what trend analysis we can produce, we will more authentically identify practices that achieve successful student outcomes and those that need review. A measure of success for these activities in 18-19 will be baseline data, and performance targets for increased effectiveness will be welcomed and made explicit in our Three Year Regional Plan submitted in June.

Gaps In Service

New Strategies

Strategy #1

Transition Specialists will continue to be a learning community to further develop better navigation between systems. A new strategy for 18-19 is to identify “Student Ambassadors”, ideally students who have begun in basic skills programs in the adult schools and have successfully transitioned to college/post-secondary. We hope to have a way to train these ambassadors, have them work with students whose grounded reality in basic skills programs is exactly like they themselves experienced.

Seamless Transitions

New Strategies

Strategy #1

Transition Specialists will continue to be a learning community to further develop better navigation between systems. A new strategy for 18-19 is to identify “Student Ambassadors”, ideally students who have begun in basic skills programs in the adult schools and have successfully transitioned to college/post-secondary. We hope to have a way to train these ambassadors, have them work with students whose grounded reality in basic skills programs is exactly like they themselves experienced.

Strategy #2

Subject area workgroups will develop articulation agreements among adult schools and colleges, recognizing skill levels achieved in the adult schools in order to streamline intake processes in the colleges This focus on how curriculum at one level

adequately prepares students for success at the next level makes the transition more seamless in terms of the students' readiness, and help students navigate the daunting changes proposed in the college system as result of AB705.

Student Acceleration

New Strategies

Strategy #1

Not new, but an expanded strategy will be to explore the many ways to combine both basic skill supports concurrently with CTE programs. We have had college CTE programs co-located on adult school campuses that have added basic skilled teachers to supplement the CTE instruction. There are several ways to deliver this basic skills development in these CTE contexts.

Strategy #2

Sending students from the adult schools who have completed a high school diploma or equivalency to the colleges and then having them placed in remediation does the opposite of acceleration; it delay progress. New strategies this year will look closely at how the competencies targeted in adult school secondary programs adequately prepare students to enter post-secondary and move forward, not be slowed by additional skills-building remediation.

Strategy #3

We will explore new was that adult education students who have significant barriers can receive appropriate supports and so accelerate their progress. Making referrals to community-based resources has depended on individuals more than systems. A new strategy this year is to use the community resource database we have developed train more staff in its use, and use new data tracking software to measure which students have received referrals and what impact those referrals have had.

Professional Development

New Strategies

Strategy #1

We will survey all faculty in all AEP instructional areas in all member institutions to identify exactly what faculty needs for professional development. The survey results will both inform the professional development plan for 18-19, and the Three Year Regional Plan.

Strategy #2

At the end of 17-18 and through the summer, our consortium has participated in Human-Centered Design training. The response to our exposure to these powerful ideas has been universally positive. It's our goal not just to provide many more opportunities to learn more about HCD, but also to test our process and results of the Three Year Regional Planning against HCD principles.

Leveraging Resources

New Strategies

Strategy #1

A new workplan for 18-19 is Connections and Leveraging Funds. We will explore in both systems how to access resources beyond the AEP allocations. In the CC we have begun dialogue on how Strong Workforce, Guided Pathways and SSSP resources can support the consortium's work. In K-12 our strategy will be to explore how both LCFF and Title I funding for parent engagement and outreach, and Migrant Ed funding for parent education may support the consortium's programs and goals.

Strategy #2

The Immigrant Integration work in 17-18 resulted in a detailed database of community resources. In 18-19 our strategy will be to expand the scope of that database, have additional training for staff in its use, explore the case-management software CommunityPro as a tool to better make and track referrals, and, critically, seek to track how accessing these additional community resources have a positive impact on students' success.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.

The current governance structure of the SBCAE offers many opportunities for discussion of both the broad goals, objectives of the Regional Plan, and the more detailed strategies and activities of what the consortium has called Project Area workplans. Continual reference is made to what's being accomplished in the Project Areas, what resources are used, and what resources are still needed. The alignment of resources/allocations to the Regional Plan and Annual Plan iterations of that Plan, is referenced regularly in bi-monthly Steering Committee meetings, and other meetings of the Consultation Council (the representative advisory body of faculty and staff from all nine institutions), the faculty workgroups, the Transition Specialists networks, and whenever meetings with community partners are held. For adult schools, the function of the adult schools' programs is Tier 1 Priority of the Regional Plan, and their allocations are relatively transparently aligned to both the Regional Plan and the Annual Plans. A part of some members' annual allocations are intended to support consortium-wide activities, as outlined in the annual and regional plans. The annual process for assigning allocations to each member follows the guidelines of AB104, identifies programs expenditures and resources needed for consortium-wide functions, and assures that all allocations will align to the Annual Plan. The current Regional Plan outlines the tiers of priorities for expenditures, given that our vision and goals exceed the resources we have. Each board-appointed representative of the colleges and adult schools is responsible to the Steering Committee to assure that all AEP allocations are expended in ways that produce AEP results and are able to be tracked to the objectives and strategies of the Regional Plan and the Annual Plans. The need to make all members completely accountable motivates the process described in the next section, as we deal with carry-over funding.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.

In Summer 2018 the Co-Chairs of the consortium, assisted by the Executive Director, are developing a form and process for all members to report what additional funds remain and how they will be used to address the regional needs and achieve the goals specified in the SBCAE's Regional Plan. This will not be unprecedented, in that regular reference has been made in all governance processes of the need to align expenditures to the Regional Plan. As requests have been received for expenditures not outlined by the plans, SBCAE acknowledged the need for more accountability for carry-over funds, indeed for all AEP allocations and the search for leveraged funds.

Certification

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Approved

2018-08-14

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