

Priorities - Project Areas for FY 18-19

Project 1 – Transition Specialists and Support Services

- 1 Simplifying and standardizing data collection and analysis. (See Project 8.)
- 2 Developing a system of supports with and for student ambassadors.
- 3 Clarifying roles and responsibilities for Transition Specialists and those in each site who interact with them.
- 4 Mapping levels of support for students at all levels assuring equity.
- 5 Focus on improving the practices of the "warm handoff."
- 6 Adult schools and college TS need time to meet as separate focus groups.
- 7 Implement Community Pro as a possible referral tool/case management support. (See Project 8.)
- 8 Update the community resources database.
- 9 Study best practices of student needs assessment and connection to appropriate resources. (ISP model, the IIF Pilot – Project 6)

Project 2 – ESL

1. Establish multiple measures MOU among all Adult Schools/Community Colleges.
2. Align curriculum (and support instructional strategies) with Immigrant Integration Framework. (i.e. mapping EL Civics to 8 goal areas)
3. Align curriculum to English language proficiency standards – Develop Certificates of completion or competency.
4. Recruit and support student ambassadors from 9 schools (adult schools and colleges) for a panel for Q&A.
 - a. Stronger student councils/student leadership
5. Schedule additional separate adult ed and colleges work time.
 - a. Focus groups of teachers
6. Develop resources and courses of contextualized instruction. Develop Integrated English Training models per the WIOA 224 program specs.
7. Align ESL to career pathways/Bridge programs.
8. Explore expanding WIOA/CASAS assessment and data collection at all nine institutions.

Project 3 – Basic Skills

1. Restructure work group – add additional collaboration time
 - Meet in subgroups next year
 - Smaller groups, special foci – e.g. common assessments, common core standards, college readiness rigor
2. Align core course competency across adult schools.

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3. Align/articulate adult school courses with community colleges – respond to what AB705 proposes.
4. Assure preparation for post-secondary.
5. Explore standardizing graduation requirements.
6. Explore subsidizing HSE (e.g. pilot at Santa Clara Adult).
7. ABE transition curriculum and strategies
8. Map assessments and transition strategies HS to credit college; ABE to ASE transition. (CASAS is mainly for ESL students)

Project 4 – Adults with Disabilities

1. Integrate AWD members into all Work Groups.
 - a. Seek more College participation/representation
 - b. Seek connections to DPSS resources
2. Seek alternative transition placements for students who will not graduate with community partners. E.g. Dept. of Rehab
3. Develop expanded tutoring resources.
4. Identify and acquire additional supportive and adaptive software. Maximize the resources we do have.
5. Assure equity of supports across members, programs.
6. Develop targeting supports for second language learners, ABE students.
 - a. Resources-Mindplay
 - b. AWD specialist support- group
7. Explore an additional part time support person for SBCAE AWD Specialist.
8. Build practices of analyzing data for results-what works and what doesn't work.
9. Ask for standing monthly SC agenda item.
 - a. Outcomes/clarity of how specialist is successful in this work and how to measure success.
 - b. Possibly do a specialized pilot with a specific group (ABE) at one school.
10. Building capacity beyond a single specialist. Prioritize. Bring back priority list by July 20 (?) meeting and will continue now to scope out the work plan for AWD.
11. Expand expectation for work needs to Work Group members and other staff, not just specialist.
12. Identify process and benefit of having alternative culmination certificate – NEDP.
13. Organize PD, resources and communication for full faculty participation. (See 5 above.)

Project 5 – CTE

- 1a. Create, distribute, and maintain an inventory list/matrix of career pathways and apprenticeship programs currently offered among SBCAE institutions.

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- 1b. Create user friendly career pathway tool for Open Doors/SBCAE website for students and staff to explore career opportunities.
 - 1 Identify CTE/apprenticeship programs and associated course sequences associated with these programs that lead to a certificate of completion currently offered among institutions in the South Bay Consortium.
 - 2 Draft a comprehensive and coherent document that details the CTE/career pathways by institution.
 - 3 Distribute the draft document to consortium members and end-users for review and revision, including Steering Committee members, Transitions Specialists, counselors, and marketing and outreach groups.
 - 4 Submit feedback of consortium members and end-users, redistribute for final feedback to FCM.
 - 5 Build the infrastructure for SBCAE CTE Career Pathway navigation tool to post program information.
 - 6 Upload final inventory to SBCAE website Open Doors and ensure accessibility of information.
 - 7 Review CTE/career pathway changes among SBCAE institutions quarterly and update the CTE/career pathways inventory list/matrix as necessary.
2. Align SBCAE Career Pathways/apprenticeship programs with Strong Workforce, CCPT, WIOA, SSSP and BSI.
 1. Have access to Strong Workforce, CCPT, WIOA, SSSP and BSI plans
 2. Collaborate with project managers
 3. Identify opportunities for program alignment
3. Continue develop relevant curriculum/programs in order to meet the needs of a competitive workforce.
 1. Labor market data
 2. Connect faculty from both systems to identify and update existing programs/develop new bridge programs to align with market trends
4. Assess and offer opportunities to improve workforce readiness skills in all CTE Bridge Programs.
 1. Conduct workshops for faculty to incorporate workforce readiness skills in CTE courses
 2. Review Progress
5. Establish connections with business, industry, and community organizations.
 1. Pool all current contact information form SBCAE members
 2. Contact and explore workforce learning opportunities
6. Explore grant opportunities to strengthen existing CTE programs as well as adding new pre-apprenticeship programs.

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1. Review grant opportunities
2. Develop and submit grant applications

7. Establish industry advisory council for SBCAE.
 1. Gather all existing CTE advisory contacts from SBCAE member schools and colleges
 2. Create the group that is representative of industry, community and education partners
 3. Organize meetings

8. Compile CTE/Apprenticeship resources and post it to SBCAE/Open Doors website.
 1. Gather all local, regional, state, and nationwide resource list
 2. Verify with data team for their validity and usefulness
 3. Create links and/or post the information websites

Project 6 – Immigrant Integration Framework/Metrics

- I DATA – Building the capacities of the data systems to capture and report IIF outcomes*
- 1.1 In all Data Systems Activities act as a support and guide to the SBCAE’s Data Team – studying and reporting capacity of current systems and providing support to enhance Data Team’s own capacity as a part of the Immigrant Integration Framework (IFF) Project 6.2 Sustainability Plan (including meeting regularly with Chairs and SBCAE Data Team, facilitating research, connecting to resources for professional development).
 - 1.2 In all Data Systems Activities to achieve Project 6.2 objectives, observe all applicable rules and best practices of privacy in data sharing. Build common understanding about data sharing principles in the SBCAE as a part of the Project 6.2 Sustainability Plan.
 - 1.3 Monitor and report regularly to SBCAE Chairs, Steering Committee and Data Team the evolving directives and policy of the state AEBG office and other state and federal agencies around data and immigrant integration metrics.
 - 1.4 Work with CASAS/TE to produce and review queried reports from current TOPSEnterprise (TE) system identifying cohorts of immigrant students, tracking IIF metrics in both the demographic fields, the outcome/update fields, and the aggregation and reporting of EL Civics assessments.
 - 1.5 Work with CASAS/TE to identify new protocols for capturing and reporting IIF metrics (new fields, redefined fields, proxy markers delivering new reports).
 - 1.6 Work with CASAS/TE to track support services referrals in fields in the current systems (in TE/WIOA data dictionary identified as Support Services, Transition Services, Career Services and Training Services).
 - 1.7 Study current SBCAE practices to report and assess how Support Services are delivered, how data are captured and reported, and assessed as to their impact on student persistence and outcomes.
 - 1.8 Work with CASAS/TE to identify additional data tracking to be added to the system to track support services and referrals.

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- 1.9 Study and report on the use of COMIS Services Data Elements (the CC MIS system) to report metrics aligned to the IIF, including but not limited to CalWORKS, Student Matriculation, Disabled Student Services, Student Success, Economic Opportunity Program and Financial Aid Status elements.
- 1.10 Explore how the Community Pro case management/referral system and TE systems can complement, share data, and identify and report metrics for the IIF.
- 1.11 Examine other data systems in the region that track metrics aligned to the IIF goal areas: e.g. CalWorks, county social services, homeless and criminal justice systems, and other community-based organizations' data elements and reporting.
- 1.12 Explore and report to the SBCAE how data in these other systems could be captured and reported in the SBCAE's assessment of IIF progress and program effectiveness.
- 1.13 Direct and support the collaborative project with the Stanford Immigration Policy Lab's Immigrant Integration Survey Tool: both as a general generator of baseline II data and possible assessment of SBCAE effective practices to achieve immigrant integration.
- 1.14 In support of the SBCAE Data Team, aggregate, analyze and report all relevant IIF data for the SBCAE's 18-19 Annual Plan and the Three Year Regional Plan including but not limited to regional and demographic data, and adult education outcomes data and trends.
- 1.15 Provide a comprehensive quarterly report on Data Systems' Activities to the SBCAE Chairs to review progress and make possible amendments or additions to this list of Data Systems Deliverables, with the expectation that current movement in state legislation, state office policy, federal funding policies, and regional needs and opportunities may demand new priorities.

2 Community Connections

- 2.1 Resource Bank & Asset Mapping
- 2.2 Identify gaps and opportunities for reciprocal referral networks and prepare Adult Schools to operate reciprocal referrals.
- 2.3 Prepare reciprocal referral networks to operate through the 2018-19 school year.
- 2.4 Finalize and deploy CACE pilot evaluation strategy for school year 2018-19.
- 2.7 Monitor student/client progress through 2018-19 school year.

3 Curriculum

- 3.1 Map existing curricula to the eight goal areas of the II Framework
- 3.2 Identify gaps in curriculum - locate/create new curriculum to fill gaps.
- 3.3 Identify promising instructional strategies and program design for teachers and CBOs to use the framework.
- 3.4 Provide professional development opportunities.

4 Sustainability Plan: facilitate production of a strategic outline of sustaining the project beyond FY 2018-2019

- 4.1 Track roles, functions and outcomes of current SBCAE member personnel and practices that already support the achievement of IIF outcomes.

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- 4.2 Map suggested changes that would need to happen to continue the work of achieving Immigrant Integration metrics in the eight goal areas of the framework.
- 4.3 Vet proposed draft of sustainability plan with SBCAE Co-Chairs, Steering Committee and other appropriate SBCAE staff to modify as needed.
- 4.4 Continuously connect findings with the SBCAE's Three Year Regional Plan so that it anticipates the changes suggested by the Sustainability Plan.
- 4.5 Present the finished Sustainability Plan concurrently with the SBCAE's Submission of the Three Year Regional Plan.

Project 7 – Data and Accountability

- 1 Confirm that all required data are submitted via TE by Aug 1, 2018. Work with CC IT staff to collect and export data.
- 2 Establish AEBG/WIOA mandated performance outcome baseline. Gain access to all adult school (AS) agencies' TE data.
 - a. Gain access to all community college (CC) agencies' TE data
 - b. Establish baseline data for AS for 2015-2016 through 2017-2018
 - c. Establish baseline data for CC for 2017-2018
- 3 Insure that CC MIS system is ready to accept data from Colleague and Banner. Colleges will use MIS starting July 1, 2018; TE only for testing. Work with CC IT staff to map data fields in order to export data into MIS.
- 4 Develop process to collect and report data required by AEBG/WIOA for the CCs.
 - a. Conduct gap analysis to identify AEBG and WIOA data fields currently collected at CC and identify remaining fields that must be collected
 - b. Determine how the missing data will be collected and by whom
- 5 Understand the data elements and requirements of the Immigrant Integration Framework (IIF) and how Community Pro Suite (CPS) will be used. Assist IIF Team in defining data elements, establishing student metrics, and reporting student outcomes.
 - a. Assist in the Immigrant Integration Framework Pilot at CACE
- 6 Understand the data elements and requirements of the Transition Specialists data elements in Community Pro Suite (CPS).

Project 8 – Connections and Leveraging Funds

- 1 Formalize engagement with community groups and resources.
 - a. Identify groups which need formal SBCAE representation: (workforce development boards, Chambers of Commerce, Refugee and Immigrant Forum, Step up Silicon Valley, ALLIES EPN, county social services, etc.)
 - b. Assign roles and responsibilities for attendance and reporting
- 2 Explore the stronger connections, and possible leveraged funds in the colleges (Strong Workforce, Guided Pathways, SSSP, non-credit program expansion aligned to

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consortium goals). Of special interest will be the work done to respond to AB705; Will there be opportunity to access that work and connect it to the consortium's goals?

- 3 Build regular communication with K-12 district resources (boards, superintendents, other support resources – LCFF funding for parent engagement, Title I funding for parent education, Migrant Ed and SPED etc.)
- 4 Explore more mutually beneficial operational relationships with community-based partners (library literacy programs, AWD networks, Dept of Rehab, etc.)
- 5 Establish a “rapid response” process to identify who responds to community requests for classes.

Project 9 – Professional Development

1. Complete faculty survey/needs assessment on PD needs.
2. Per 17-18 commitment – organize two “all consortium” PD days.
3. Explore opportunities to follow-up.
4. Summarize all 9 Project Area PD needs (as begun at the June retreat).
5. Organize PD resources on the SBCAE.org website.
6. Explore offerings of CalPro and AEP TAP to bring trainings to member's sites.