

South Bay Consortium for Adult Education – 2018-19 Annual Plan Draft

- March - June: Faculty Workgroup meetings; surveys; Consultation Council; Steering Committee retreat with Nine Project Teams
- July: Community Focus Group; Steering Committee “Study Session” July 20; public comment
- July 30 - August 10: On SBCAE website for public comment
- August 10: Steering Committee approval
- August 15: Submitted online to the AEP Office
- September 30: SBCAE Members submit budgets with assurances of alignment to the 18-19 Regional Plan

Executive Summary (2500)

Please provide an Executive Summary of your consortium’s implementation plan for the 2018-19 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan. Include a clear and concise description of your consortium’s vision, list accomplishments made during the prior Program Year, and list primary goals for the upcoming Program Year.

As our consortium finishes three years of working to achieve the goals and objectives identified in our regional plan, we have developed structures and a collaborative culture that enable regular review of our progress. This year’s innovative activities, generated from the regional plan (e.g. transition specialists at each member institution, an adults with disabilities specialist available to support all members, college classes co-located on adult school campuses, web-based navigation resources for students, piloting metrics for immigrant integration, CTE bridge classes) are reviewed and evaluated by the collaborative groups we have developed. The Steering Committee, now including faculty representation from both systems, meets twice a month. Its agenda is built on regular progress reports on the nine project areas prioritized for the year. The Steering Committee assures that allocations are made and resources directed are consistent with the regional and annual plans. New this year is the establishment of a Consultation Council, with faculty and classified employee representation from all members, giving these stakeholders a role to make and evaluate decisions and review our consortium’s progress. Our network of fifteen Transition Specialists from all members meets twice a month to share resources and practices, building a system of “no wrong door.” In year three, our four faculty workgroups (also with representatives from all nine members’ institutions) developed even deeper collaborative relationships. Each workgroup had a workplan of objectives and activities, and met four times a year in general session, and more often as small subgroups to work together. Our Data Team of data experts from both systems worked together to generate consistent reports on performance outcomes and student demographics. This structure of regular convenings of all these groups enables the sharing of information more productively. These groups work toward

greater alignment and evaluate the progress toward the SBCAE's vision as expressed in the regional plan and reflected in the project workplans of each subsequent annual plan: a "no wrong door" system of adult education with clear and easily navigable pathways for adult learners as they progress from basic skills into training and family-sustaining employment. The vision sets a goal of pathways with courses that accelerate progress with systems of targeted supports. Perhaps unique to our consortium are special foci on supports for immigrants to achieve greater and more accelerated integration into their communities, and for students with learning differences to receive more appropriate instruction. Although student outcome data is presented in these convenings, as we work to measure what's effective, this will likely be an important growth area in our new regional plan.

An accomplishment this year has seen the four colleges join three adult schools in a WIOA Title II consortium. This has enabled more outcomes data to be aligned, common assessments used across the consortium, and incentivized the development of Integrated Education and Training. It has also introduced the EL Civics model to the whole curriculum, supporting our immigrant integration goals.

Last year SBCAE organized objectives and activities in nine project areas: Student Transition Supports, four instructional areas (ESL, Basic Skills, Adults with Disabilities, and Career Education), immigrant integration, outreach and recruitment, data and accountability, and professional development. Each of the project areas had specific activities, timelines and benchmarks, and persons accountable. The SBCAE has determined to build upon these nine project areas – some activities will be extended from last year's work, and some new activities emerged from what we learned in each project area. The nine revised project workplans, distilled in the responses to "Regional Needs" 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 (2500)

Although this 2018-19 annual plan, and the strategies, are based on your current 3-year plan, how is your consortium organizing and planning for the next 3-year plan due in May/June of 2019? How will your planning process for the next 3-year plan be different than the original process some 3 years ago?

Our consortium does not intend merely to repeat objectives and strategies from our current 3-year plan; we have learned a lot from our work together and from our community partners in the last three years. However, some information gathering for the planning process will be similar to what was done last time. We will dig deeply into regional data, both the workforce data from our local Workforce Development Boards, and all other regional job market data, and we will access data from other initiatives like Strong Workforce, and the Career Pathways Trust consortia in our region. Additionally,

in the last three years we've set a goal of understanding more deeply the demographics of our region. An example of our response to community demographics is our intentional focus on the diverse needs of immigrants. Two thirds of the residents in our county are immigrants or the children of immigrants. We have reviewed how our programs are structured to support the unique needs of immigrants within and beyond English acquisition. An additional strong element to our next planning processes will be to use these strong relationships we have built with the county and city offices of the immigrant relations, and other larger community-based immigrant serving organizations. 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.

While these additional practices of review and information gathering will look similar to the previous regional planning process, we are different now and have internal capacities to work together we didn't have three years ago. 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, with faculty representation, has become more than a governance group. It is a "learning community" where we reflect on what we are doing and how our programs might be new and better. Our Consultation Council has a formal role in representing the ideas of faculty from both systems (all four academic senates) as well as representation from classified staff. Our Faculty Work Groups have been instrumental in developing curriculum alignment, reviewing assessments and outcomes, developing training pathways and options, and supports for students with learning differences. Our Transition Specialists' "community of practice" group is developing capacity to assess the progress of transitions, warm handoffs, assessment of student goals and needs, and connecting with a broad array of community-based resources and supports. Our Data Team has begun to generate more student outcome data to analyze on a regular basis; going forward these data will be critical to assess what is effective. All these groups will be central to the creation and approval of 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, at the end of the 17-18 school year we held a consortium-wide professional development day focusing on Human Centered Design. Almost 250 in attendance were deeply engaged in these principles focusing on the grounded-experience of students. Our consortium had a team doing further training on HCD in June and July. In the processes described above, through both the unique additive activities for our regional

planning, and the ongoing feedback loops of our standing groups, 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.

Note: The AEP Office’s Template in the NOVA Systems asks for reporting in the following format. We will distill the highlights of the 9 Project Areas above into these “Regional Needs” Areas:

- i. ***Transition and Student Supports***
- ii. ***Curriculum and Instructional Strategies***
- iii. ***CTE Pathways***
- iv. ***Immigrant Integration***
- v. ***Data and Accountability***

Members will need to “affirm” expenditures align to these areas of need and the following strategies when they enter budgets and “plans” on September 30.

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need in your region, and identifying the gaps or deficits in your region? Please provide the reasons for the gap(s) between the need in the region and the types and levels of adult education services currently being offered. (->OR Please explain the gaps between the need in your region and the types and levels of adult education services currently being offered)

- *Gaps in service/regional need*
- *How did you know? What resources did you use to identify these gaps?*
- *How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.*

Regional Need #1 - Transition and Student Supports/ 500

Many of our strategies and resources in the last three years have been intended to build a more easily navigated system. In addition to repurposing existing functions and resources to better support students’ progress along a pathway, our consortium developed new positions and practices to better help students navigate within and

among member institutions and receive more supports responsive to their needs. We've developed, and will continue to support, a network of Transition Specialists at all nine institutions. This network will continue in 18-19 to connect to community resources to provide referrals and follow up. Additionally, this year we will further explore how in-class communication, including possible schedule changes, can support more individual student support.

- ***How do you know? What resources did you use to identify these gaps? / 2500***

From the inception of our consortium in 2013, 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. All five regional needs are distilled from the nine project areas' workplans our consortium has prioritized for 18-19. The immediate source of the nine project workplans are the nine project workplans from last year. As a part of our process, those working to achieve the objectives in all nine project areas regularly reflected on the progress, and identified new learning that gave us feedback on what was done, what was still needed, and what was new. 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 18-19 school year, the network has, as a learning community, set further objectives: a review of what the Transition Specialists can accomplish with current resources and what additional resources might be needed. For example, the need to collect data on students, both in terms of outcomes and "case

management" resources, is what also informs the regional needs 4 and 5 in this annual plan.

- ***How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress. / 2500***

The work plan for 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 18-19. Looking at these data will not only tell us if we are meeting each of these needs, but it will determine effectiveness of the new strategies listed later, and will be the foundation of our Regional Plan submitted in June, 2019. Each of the Regional Needs herein described are interconnected. Each of our strategies align to our current Regional Plan, and prepare us to learn more about what should be in our new Regional Plan. A Regional Plan with a clear definition of effectiveness based upon regular collection and review of data. (2356)

Regional Need # 2 – Curriculum and Instructional Strategies/ 500

Faculty workgroups have begun to articulate curriculum and assessment between the adult schools and colleges, beginning in this last year to have articulation agreements enabling ESL students in adult schools to transition directly into college classes without a complex assessment and enrollment process. Also, basic skills curricula in the adult schools, both ESL and courses leading to HS diploma or equivalency, need to be examined for consistency across the consortium and for the kind of rigor that prepares students for success in post-secondary education. 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? / 2500***

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 toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress. / 2500***

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 - CTE pathways/ 500

As we identify the need to help students navigate a sometimes complicated basic skills and CTE system of programs and courses, we will address the need to better identify those CTE pathways currently in place, and continue to develop entry points of contextualized basic skills, or CTE with basic skills supports. We will need to explore more accessible delivery options, including offering college CTE on adult school campuses, as well as developing a tool for both consortium staff and students to

understand where career pathways start, continue and end in certification and employment; we are working to develop an online career pathways portal. A new focus and strategy for 18-19 will be to build stronger linkages to the existing and emerging Pre-Apprenticeship opportunities for students.

- ***How do you know? What resources did you use to identify these gaps? / 2500***

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 toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress. / 2500***

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 - Immigrant Integration/ 500

While our consortium prioritizes the outcomes established by AB104 for the adult education programs, we have also acknowledged that additional support for immigrants will help those students achieve AEP outcomes. In 18-19 we will continue to develop curriculum and support services to help immigrant students integrate better into their communities, and identify a set of metrics to evaluate the degree of our success to do

that. 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? / 2500***

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 toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress. / 2500***

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.

Regional Need #5 - Data and Accountability/ 500

The WIOA Title II metrics and outcomes have increased our consortium's capacity to look at common student outcome data, now that all four colleges are part of the WIOA program. Other AEP measures more completely identified in 17-18 also established

more common language and metrics about how our programs are effectively serving students. But regular aggregation and review of student outcomes has not sufficiently informed our consortium's review of how SBCAE is achieving its mission. We need to produce and analyze what works, and what doesn't work. After four years of working together to implement our regional plan, we need to look at data and trends in order to define effectiveness and inform our next regional plan.

- ***How do you know? What resources did you use to identify these gaps? / 2500***

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.

- ***How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress. / 2500***

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.

In addition to the more global Regional Gaps/Needs, process of determining need and definitions of effectiveness, the AEP Annual Plan asks each consortium to report on at least one new strategy planned for 18-19 which address each of the original AB86/AB104 objectives. The following strategies are “new”, but only a partial listing of activities in the Nine Project area workplans of SBCAE for 18-19.

Gaps in Service

Strategy #1: All of our work is, in a real sense, an effort to fill in gaps of service. An area of work that we have not made as much progress as we would like, however, suggests a new strategy (explicit in our CTE Project 5 workplan), to strengthen links from current basic skills, bridge, and CTE programs to Pre-Apprenticeship (and then, of course, Apprenticeship) opportunities. It's our perception that much of the work regionally in the last several years has bolstered the scope or expanded openings in pre-apprenticeship programs. We need to intentionally map how we help students navigate these gaps: Does current curriculum align to what the Pre-Apprenticeship programs need? Are students aware of options, do our support staff help students understand what those programs are, and critically, do we need to develop more bridge programs, additional curriculum and instructional strategies, to fill these gaps between our programs and the existing and emerging Pre-Apprenticeship programs?

Seamless Transitions

Strategy #1: Our current network of Transition Specialists will continue to be a learning community to explore how they can further develop better navigation among members, and between systems. Our highest priority is building a system for warm-handoffs. Specifically, a new and additional 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. Some of our ambitious ideas include more than having the ambassadors “present” to students in the adult schools, but also to have them be navigators for students as they successfully transition. Whether as mentors, or given roles that support the Transition Specialists and advisement staffs, we'll need to explore whether compensation is possible, whether these student leaders can help with our Three Year Regional Planning process and what role they can have to enhance a mind-set of Human Centered Design principles (also a consortium-wide goal for the year).

Strategy #2: Our subject area workgroups have set as a strategy in their workplans to develop articulation agreements among all adult schools and colleges. In this last year we've seen in pilots how recognizing skill levels achieved in the adult schools in order to

streamline intake processes in the colleges can have a significant impact on making the transitions more seamless. In addition, this focus on how curriculum at one level adequately prepares students for success at the next not only makes the transition more seamless in terms of the students' readiness, it will also help students navigate the daunting changes proposed in the college system as result of AB705.

Student Acceleration

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: In our curriculum study at the faculty workgroup level, our basic skills programs have identified the need to increase "rigor" in the adult school classes in order to more successfully prepare students for success in college credit-level programs. 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 delays progress, and often loses the student completely. Also the issue has surfaced, 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: Considerable research affirms that adult education students have significant barriers, and that when such barriers are appropriately addressed students persist, and so accelerate their progress. Our connections to community-based resources, and making referrals for students to get those supports, have been intermittent, often depending on individuals more than systems. A new strategy this year is to use the community resource database we have developed (through our project to help immigrants integrate more easily into their communities), train more staff in its use, and use new data tracking software to measure which students have received referrals and (the ambitious goal) what impact those referrals have had.

Professional Development

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

Strategy #1 In our consortium last year and in 18-19 we have developed a system of workplans in nine areas. These workplans have specific activities which are modified through the year. Through our planning process, we determined that eight of the workplans from 17-18 carryover into 18-19, and these are responsive to the regional needs and the attendant strategies listed in these regional plan. Significantly there was one “new” workplan for 18-19, “Connections and Leveraging Funds.” We will strategically explore in both systems how better connections can be made to access resources beyond the AEP allocations. In the colleges we have already begun dialogue on how Strong Workforce, Guided Pathways and SSSP resources can better be connected to the consortium’s work. In K-12 our strategy this year will be to explore how LCFF funding for parent engagement, Title I funding for parent outreach, and Migrant Ed funding for parent education may align with and support the consortium’s programs and goals.

Strategy #2 We will continue to explore a systemics way of identifying students’ needs for referrals to community-based resources. 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

Please provide 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.

Please describe your 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.