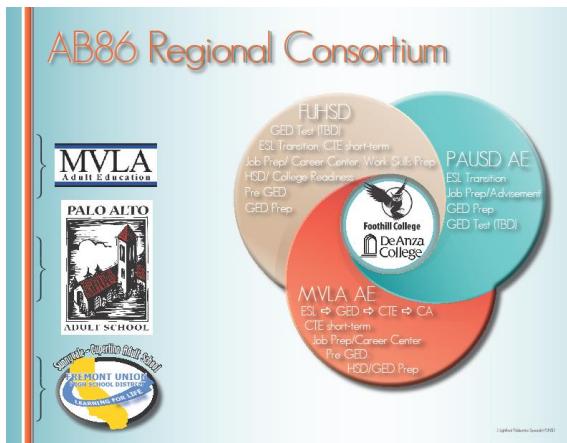


AB 86 Regional Comprehensive Plan: Foothill De Anza College District & Adult School Consortium

For the North Santa Clara County Student Transition Consortium



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Project Management Plan

Organizational Structure

Consortia Membership

The AB 86 North Santa Clara County Student Transition Consortium (STC) encompasses the Foothill-De Anza Community College District service area located in the heart of Silicon Valley and serves the communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Sunnyvale and portions of San Jose.

STC is a partnership effort between the Foothill-De Anza College District (FHDA), Palo Alto Unified School District-Adult School (PAUSD), Fremont Union High School District Adult School (FUHSD) and the Mountain View Los Altos Union High School District Adult School (MVLA). Our collective mission is to coordinate and integrate programs, create linkages, and develop regional plans to better serve the educational needs of adults in the region.

This partnership seeks to explicitly identify the policies, pathways, and procedures for transitioning students seamlessly from one learning venue to another. Our overall objectives are to:

- Set up a coordinated system that allows students to seamlessly move between systems and into the workforce.
- Align and share applicable assessments.
- Establish a student data-tracking system including individual student's learning plan.
- Remove barriers to student access and educational/employment goals.
- Provide student support through counseling, supplemental instructional support, and referrals for childcare and transportation when needed.
- Ensure that staff and faculty have the tools and resources to effectively work with transitioning students.
- Increase business and industry partnerships to enhance student opportunities for apprenticeships, mentorships, job shadowing, and employment.

PAUSD: For the past 2 years, the Palo Alto Unified School District Adult School has offered a Transition to College and Work class which meets weekly each quarter. A Foothill College representative presents at the Adult School site each quarter to discuss the college registration process and to review educational and career tech programs and services. Advanced ESL students of all ages and backgrounds who are interested in entering college or gaining work skills attend this class.

FUHSD: The Fremont Union High School District Adult School is in a pre-collaborative phase with Foothill and De Anza colleges. Currently, the Adult School offers a Bridge to Future class and an Advanced ABE class for CTE, ASE and ESL students who need reading, writing, and math basic skills for academic readiness at the community college level. Students who score 236 or higher on the CASAS Life and Work Reading

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test are eligible to enroll. After this class is completed, students are prepared to enter the Expository Reading and Writing for College class, (based on the California State University EAP curriculum). Additional college prep readiness classes are available in math and science which are aligned with the comprehensive high schools (UC approved college prep). The final course in this sequence is: College Readiness and Goal Setting which is held for free on Saturdays to assist students in navigating the college application process and becoming familiar with the rigor of college academics.

College field trips to De Anza, Foothill and other local colleges, both 2-year and 4-year, are held throughout the year. The Adult School also has a college counselor to help students with applications ("College Transition Counselor").

MVLA: The Mountain View Los Altos Union High School District Adult School has actively collaborated with regional community colleges for 8 years. Various Foothill College representatives present in advanced ESL and GED classes each year to discuss registration and community college programs and services. Yearly field trips to Foothill and De Anza colleges and other local colleges are arranged. The Adult School holds a yearly Career Fair with Foothill and De Anza Colleges in attendance. Here, college reps work with Adult School students on applications, identify areas of student interest, and review the process for obtaining financial aid.

Classes, programs and services in the core areas of: ESL/Citizenship, Adults with Disabilities, Adult Secondary Education, Career Technical Education, and apprenticeship programs will continue to grow as collaborative relationships build and expand. The STC consortium will be charged with identifying transitioning student needs and interests, duplication of services, lack of services, and best practices in assessment, instruction and services in core, designated areas.

Partnerships

The MVLA, PAUSD and FUHSD Adult Schools have operated as an adult education consortium over 30 years and include or overlap with the following community college and other community partnerships:

- The NOVA Workforce Investment Board refers clients to Adult School and Community College CTE programs, most often to healthcare training programs. In addition, the San Mateo County WIB partners with PAUSD in the English Learner Ladders to Success program sponsored by the U.S. Dept. of Labor with an emphasis on acquiring marketable job skills. Both WIBs also provide students/clients with employment information and advice regarding re-training to enter the workplace. Chancellor Linda Thor and Associate Superintendent Laura Stefanski serve on the NOVA Workforce Board under the jurisdiction of the City of Sunnyvale.
- The California Dept. of Rehabilitation refers clients to the Adult Schools and Community Colleges for short term job training.
- A North County Cal WORKs consortium with designated site reps has been operating at FUHSD and MVLA Adult Schools Students who succeed in obtaining their HSD or GED certificate is referred to community colleges for additional training.

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- The City of Mountain View Chamber of Commerce partners with MVLA Adult School so local business can refer employees to ESL and ASE classes, as well as, short term job skill training. Various service organizations such as, Kiwanis and Rotary, along with other local Chambers, offer Adult School student scholarships to community colleges.
- The MVLA and FUHSD Adult Schools have over twenty externship sites in Santa Clara County for students enrolled in healthcare training programs. These sites include hospitals, clinics, and long term elder care. In addition, MVLA has MOU's with local community colleges for CTE healthcare graduates seeking additional training at the community college level.
- FHDA, in partnership with local apprenticeship training committees, offers related and supplemental instruction in several trades, including: General & Residential Electrician; Field Ironworker; Plumbing, Pipefitting & Steamfitting; Refrigeration, Heating, Ventilation & Air-Conditioning; Sheet Metal; and Sound & Communication.
- FHDA's Occupational Training Institute (OTI) helps to prepare socio-economically disadvantaged students with high-quality employment services including counseling and advisement, career education, job placement and retention services while concurrently providing employers with qualified employees. OTI Programs include: (1) Cal Works is a state-funded, welfare-to-work program designed to help individuals on TANF; (2) Workforce Training program, providing support if you've been laid off and are economically disadvantaged; (3) CompTechS provides hands-on internships for students seeking careers in Information Technology; (4) Internships are available through both Cal Works JOBS and CompTechS. OTI and MVLA are members of NOVA WIB Connect, a committee that meets quarterly to discuss employment readiness and skills training resources for clients.
- FHDA also offers at each campus an array of disability support programs and services to ensure access to the college's curriculum, facilities and programs and to promote student success in realizing individual educational and vocational goals. Previously, when funding was available, Foothill and MVLA co-taught adults with developmentally disabilities at Hope Services in Mountain View.
- MVLA continues its collaborative partnership with HOPE Services of Mountain View. MVLA provides two part-time teachers for approximately 50 students. The instructional focus is on job skills including; team work, problem solving, cooperation and critical thinking. These soft skills are integrated with the HOPE Services actual job task completion. The site affords students with an opportunity to engage in job skills identical to community workplace expectations. This training may result in employment in local businesses by program participants. Coordination of the schedule allows for daily exposure to both pre-employment skills, job readiness skills, and computer skills training.
- Building Skills Partnership – the (3) Adult Schools currently partner with BSP to provide Vocational ESL classes to contracted custodians or food service workers. Partner businesses include Microsoft, Juniper Systems, and Stanford University. Other businesses in process are Apple Computer and Yahoo.

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- PAUSD Adult School offers job development support to the Palo Alto Housing Corporation with a one-on-one advisor who helps students/clients with resumes, cover letters, and employers who are seeking workers.
- Employment Development Department (EDD) – FUHSD, MVLA, Foothill and De Anza Colleges work with students/clients while EDD pays for their training.
- MVLA and FUUSD contract with the City of Sunnyvale to offer a variety of computer skills and GED preparation classes to NOVA WIB clients and city employees.
- Foothill De Anza, MVLA, and FUHSD are eligible EPTL (employment partnership training list) providers for career training programs on its campuses and online. The OTI (Occupational Training Institute) and Contract Education for business and industry improve worker performance on the job, with soft and hard skills up to and including professional certification.
- ALLIES – Alliance of Language Learners Integration Education and Success. This non-profit organization consists of adult schools, CBOs, and community colleges. Its purpose is to define and align services for immigrants in order to achieve family sustaining incomes. FUHSD, MVLA and PAUSD are all members of this alliance and regularly attend planning meetings. A community college representative sits on the steering committee.

Shared Leadership Strategies

The STC is committed to working together in conjunction with a broader group of representatives to form an STC advisory committee. The advisory committee will consist of STC leadership and representatives from partner organizations. The committee will meet at the beginning of the project to get input about the planning progress, be divided into work groups, (see diagram on next page), and will be regularly informed of progress, issues, and needed input. MOUs will be established between the STC and community partners sitting on the advisory committee.

The North Santa Clara County AB 86 Student Transition Consortium (STC) will be coordinated by two administrative representatives; one from the FHDA Community College District and one from the adult schools. Their jointly coordinated responsibilities will be:

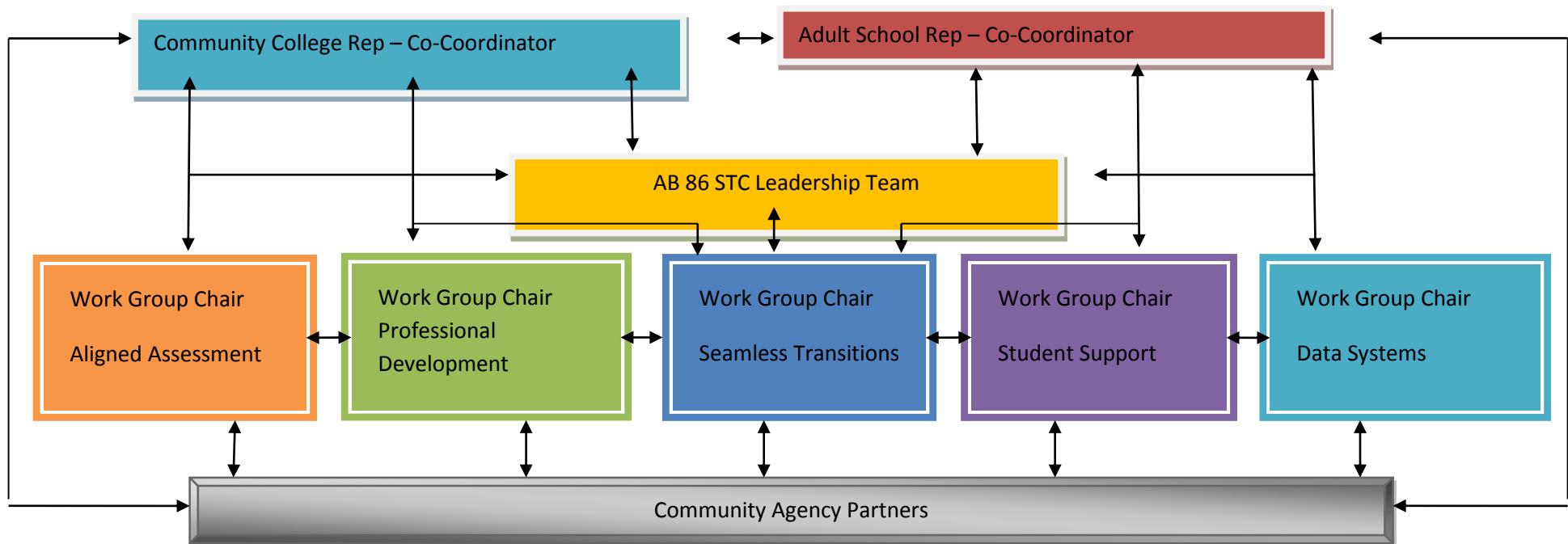
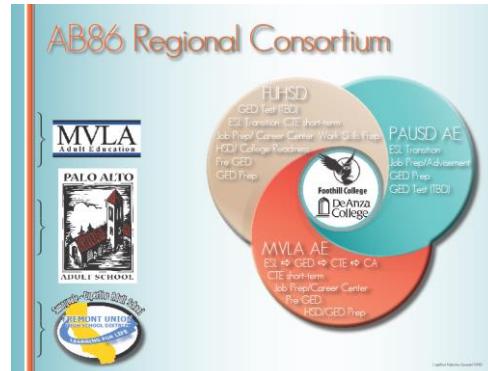
- Oversight of grant budget
- Conduct STC meetings
- Interface with WestEd to gather and assemble pertinent data
- Chair, coordinate, and facilitate work groups (see diagram on next page)
- Develop subgroups to implement grant goals and objectives
- Produce and submit reports as required and share quarterly reports with consortium members on the advisory committee.



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Foothill De Anza College District & Adult Schools Consortium

AB 86 Organizational Flow Chart



Project Planning Roles and Responsibilities

The Student Transition Consortium Leadership Team (STCL) will consist of administrative representatives from FUHSD, MVLA and PAUSD Adult Schools, Foothill College, De Anza College, and the co-coordinators of the grant. The STCL Team will be responsible for monitoring the grant's progress and supporting grant co-coordinators.

1. Consortium Grant Co-Coordinators will consist of (1) half-time community college grant coordinator and (1) adult school grant coordinator. Their roles and responsibilities have been described above.
2. WestEd will be contracted to conduct an overall North Santa Clara County needs assessment.
3. A qualified staff member will serve as Data Technician to work with WestEd and to manage data throughout the planning process.
4. Transition Advisors (TA's) will serve as site core program and core service experts and facilitate the student transition process. Their responsibilities will include assessment of college readiness in English and math, and/or career goals, and communicate and work cooperatively with their Transitional Advisor peer(s) at Foothill and De Anza Colleges.
5. In addition, TA's will recruit students from classes and form a separate, designated transition class(es) as appropriate. They will conduct or facilitate regular class presentations on financial aid, registration, navigating websites, outreaching to addendum sites to identify and recruit ESL and low income adults regarding CTE, community college programs and services, and job skills training.
6. With the support and guidance of the STCL Team, the TA's will visit sister sites to better understand CTE programs, remediation classes, assessment and student placement, and the special needs of Adults with Disabilities.
7. Five main work groups will work with the STCL Team in the areas of: Assessment, Professional Development, Student Transition, Student Support, and Data Systems.
8. Administrative support will be identified primarily by the STCL.

Communication

The STCL Team will be responsible for sharing its planning process to its district, community partners and member partners on the advisory committee. Communication will include E-blasts on school websites and in written promotional materials, as well as, quarterly reports posted on websites, course catalogs, and presentations to school boards and meetings held by partner members – throughout the planning grant timeline.

Regional Comprehensive Plan Objective 1:

An evaluation of current levels and types of adult education programs within the region.

The Foothill De Anza College District and Adult Schools Consortium offers a broad array of education and training programs for adult learners that is reflective of the region's diverse workforce education and training needs. In Fiscal Year (FY) 2013-14, Consortium members served 12,329 adult learners across several different types of skill building, language, and workforce training courses.

Consortium members have decades of experience addressing the unique learning and training needs of adult learners that are distinct from the general student populations seen at the majority of colleges and universities. Many of the students served by the Consortium include those who did not complete high school, live in poverty, are learning English for the first time, or have disabilities. Consortium members as a whole offer programs specifically designed to meet the unique needs of adult learners, however the pathways and transitions between programs and institutions face challenges in their coordination and continuity.

It should be noted that since FY 2008-09, the capacity of some Consortium partners to serve students in need of basic education and career training was drastically reduced. Adult Schools currently have no funding promised beyond June 30, 2015 as a result of the State's Flex Funding model that was implemented in part as a cost-saving mechanism to the education system as a whole. Prior to the budget cuts, all Adult School programs were much more robust than they are today. Part of the Consortium's effort in developing this AB89 Regional Plan is to identify the strategies needed to enhance the capacity of Adult Schools and their partners as a whole in order to better serve their community of adult learners at levels not seen in the past six years.

In Objective 1, we provide an evaluation of the current levels and types of adult education programs offered by Consortium members as well as a narrative explanation of their adequacy and quality. The data used in this Objective was pulled from Table 1.1A – Table 2, which was provided by the Consortium.

Current Consortium Services and Programs

The Foothill-De Anza region is made up of two Community Colleges (Foothill and De Anza) and three Adult Schools (Fremont Union, Mountain View Los Altos, and Palo Alto). Together, these five institutions plus their partners served 15,496 adult learners in FY 2013-14 among five Adult Education Program areas. See below for student enrollment in FY 2013-14 by overall program area.

Adult Education Program Unduplicated Enrollment 2013-14, by Program Area		
Program area	Total Enrollment	% of Total Enrolled
Elementary and Basic Skills	6,272	41%
Classes and Courses for Immigrants	2,916	19%
Adults with Disabilities	171	1%
Short Term CTE	1,070	27%
Apprenticeship Programs	1,900	12%
Total	12,329	100%

Source: Consortium Enrollment Data

Elementary and Basic Skills Education Programs

Elementary and Basic Skills Education Programs are programs intended to help adults learn basic literacy and numeric skills. These programs include academic classes for grades 1 – 8 and classes required for a high school diploma or high school equivalency certificate. Three of the five Consortium members currently offer non-credit Elementary and Basic Skills courses for adult learners. Elementary and Basic Skills courses served 2,672 students in FY 2013-14. Four of the five Consortium members also provided Elementary and Basic Skills instruction for English as a Second Language (ESL) students that is discussed in the ESL section later in this Plan.

Elementary and Basic Skills Unduplicated Enrollment FY 2013-14, by Consortium Member	
Consortium Member	Non-Credit
Foothill College	2,000
Fremont Union HSD	179
Mountain View Los Altos HSD	493
Total	2,672

Source: Consortium Enrollment Data

Discussion of Adequacy and Quality

1. Flexibility of schools allows programs to be tailored to meet emerging needs of students.

Consortium members acknowledge the flexibility of schools in meeting the new and emerging needs of students requiring Elementary and Basic Skills courses. At the Adult School level, the system is able to respond quickly to labor market demands and emerging workforce needs because instructors are able to integrate course materials in as few as 8 weeks or in preparation for a new quarter. Community Colleges within the Consortium are also adaptable to the changing needs of students in this program area, but members acknowledge that there are additional layers of approval and iteration before a new or revised curriculum can be put into practice.

2. **Multiple course offerings across Consortium members increase access to students.** Four of the five current member institutions offer Elementary and Basic Skill courses to adult learners for both credit and non-credit options. Having multiple courses available at institutions spread over the geographic region increases accessibility to Elementary and Basic Skills education for students. However, Consortium members noted that courses in this area may be redundant, especially when a student transitions between different adult schools or between Community Colleges. Better coordination to enhance the continuity of curricula between different Consortia members will enhance the quality of instruction and help to meet student outcomes by obtaining college and career readiness skills in a timely manner.

Courses and Classes for Immigrants

Courses and classes for immigrants provide educational services in citizenship and English as a second language (ESL), as well as workforce preparation classes in basic skills. ESL courses are an integral component to educating immigrants. Citizenship classes help students to apply for naturalization, prepare for the USCIS interview, understand American history and government, and inform students of their rights as U. S. citizens. In FY 2013-14, the Consortium's three Adult Schools offered Courses and Classes for Immigrants to 2,916 students.

Courses and Classes for Immigrants Unduplicated Enrollment FY 2013-14, by Consortium Member	
Consortium Member	Non-Credit
Fremont Union HSD	742
Mountain View Los Altos HSD	1,102
Palo Alto USD	1,072
Total	2,916

Source: Consortium Enrollment Data

ESL courses that focus on Elementary and Basic Skills encompass the skills of speaking, listening, reading, writing, mathematics, decision making and problem solving, and preparation to participate in job-specific career and technical training requiring a basic command of the English language. In FY 2013-14, De Anza and Foothill Colleges provided ESL credit courses to 3,600 students.

Elementary and Basic Skill for ESL Students Unduplicated Enrollment, FY 2013-14, by Consortium Member	
Consortium Member	Credit ESL
De Anza College	2,300
Foothill College	1,300
Total	3,600

Source: Consortium Enrollment Data

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In addition to the courses offered by Consortium members, other partner agencies in the region also taught courses and classes for Immigrants. See below for enrollment by partner agency.

Courses and Classes for Immigrants Unduplicated Enrollment FY 2013-14, by Partner Agency	
Partner Agency	Enrollment
ALLIES	25
Asian Law Alliance and League of Women Voters	3
Sunnyvale Library	28
University of Santa Clara	28
Total	84

Source: Consortium Enrollment Data

Discussion of Adequacy and Quality

- Consortium schools are adequately meeting demand for Courses and Classes for Immigrants.** According to reports from Consortium members, Courses and Classes for Immigrants, including both citizenship and basic skills courses taught to ESL students, have the highest enrollment rates of any other program area. Consortium schools note that courses are offered in multiple locations throughout the region and multiple courses are offered throughout the day. At some Adult Schools, Consortium members noted the potential to serve more students needing Courses and Classes for Immigrants.
- Adult Schools report difficulty retaining some students through course completion.** Although Courses and Classes for Immigrants receive high enrollment rates, some Consortium members at the Adult Schools note that they have a difficult time retaining students in these classes through the course completion. Adult learners attending these courses often report unstable home lives or finances and inconsistent work schedules that act as barriers to successfully completing either basic Citizenship classes or courses that focus on Elementary and Basic Skills for ESL students. Although not specific to ESL students, Foothill and De Anza both have more financial aid for general students than the Adult Schools, which may lessen the economic burden to participating in classes. However, all Consortium members still report similar concerns about the need to provide additional support to ESL students to promote their course completion.
- Partnerships with community-based organizations strengthen relationship of schools with immigrant communities.** In addition to providing their own Courses and Classes for Immigrants, the Consortium partners with several community based organizations (CBOs) to provide Citizenship classes and Elementary and Basic Skills courses to ESL students. CBOs provide instruction in the communities where many immigrants live. Having physical proximity to students not only decreases the physical barriers to attending these courses, physical proximity helps to build trust with newly immigrated students who may face stigma and fear upon entering the

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Foothill-De Anza region. Through enhancing the relationship with immigrant communities, Consortium schools are contributing to these students' likelihood of success in continuing their education and gaining employment.

Programs for Adults with Disabilities

Education programs for adults with disabilities accommodate students with cognitive, physical, sensory, or medical disabilities as well as mental illness. Adult education settings provide modified equipment, materials, and instructional strategies to increase literacy and workforce skill development for both individuals and families. Two of the three Adult Schools in the Consortium offered programs for Adults with Disabilities in FY 2013-14. One-hundred and seventy one students accessed those programs in FY 2013-14.

Programs for Adults with Disabilities Unduplicated Enrollment FY 2013-14, by Consortium Member	
Consortium Member	Non-Credit
Mountain View Los Altos HSD	91
Palo Alto USD	80
Total	171

Source: Consortium Enrollment Data

Discussion of Adequacy and Quality

- Relationships with employers help transition students with disabilities to employment.** Adult schools include classes and courses specifically tailored to help teach adults with disabilities vocational and independent living skills. As part of their programs to support independent living, Adult Schools have developed strong relationships with local community based organizations and employers to create better supports and vocational pathways for these students. Mountain View Los Altos currently works with Hope Services to provide individualized supports for students with a variety of disabilities. In addition, Mountain View Los Altos and Palo Alto partner with the Goodwill and Salvation Army, among others, to develop vocational training and employment opportunities for their students. Although courses meet the needs of students wanting independent living and vocation skills, they are just a subset of students with disabilities in the Adult School system overall. Consortium members recognize the lack of diversity in the types of courses or services offered to better support adults with disabilities who have varying needs.
- Schools have varying amounts of resources and specialized staff to support students with disabilities.** Contributing to the difficulty serving adults with disabilities at the Adult School level are funding limitations. Since 2008, Adult Schools saw substantial funding cuts from their budgets that impacted their ability to hire and retain specialized support staff and instructional aides for students with disabilities. Overall, enrollment for programs or courses for adults with disabilities have decreased by 43%. However, Consortium members report that the Community Colleges

have more substantial resources to assist students with disabilities of all types. At both Foothill and De Anza Colleges, Disability Resource Centers are available to help students maintain their independence, and to partner with students to ensure that classes, facilities, and services are accessible. Disability resource centers offer assessment, counseling, and ongoing training for students, a computer access center with adaptive computer technologies to support students in their coursework and communications, and vocational readiness support.

Short-Term Career Technical Education (CTE)

Short-term Career Technical Education (CTE) programs are vocational programs with high employment potential based on industry demands in the local region. These programs consist of a course of study or an organized sequence of courses leading to a vocational/career technical objective, certificate, or award that is directly related to employment and does not result in a degree. Short-Term CTE programs are offered by all but one of the Consortium members (De Anza College). In FY 2013-14, members served 1,070 students in Short-Term CTE programs, and the majority were enrolled in Fremont Union and Mountain View Los Altos Adult Schools (92%).

Short-Term CTE Unduplicated Enrollment FY 2013-14, by Consortium Member	
Consortium Member	Non-Credit
Foothill College	31
Fremont Union HSD	502
Mountain View Los Altos HSD	486
Palo Alto USD	51
Total	1,070

Source: Consortium Enrollment Data

In addition to the Short-Term CTE programs offered by Consortium members, several partner agencies within the region also provided Short-Term CTE programs to an additional 3,083 students. See below for the student enrollment by partner agencies for Short-Term CTE programs.

Short-Term CTE Unduplicated Enrollment FY 2013-14, by Partner Agency	
Partner Agency	Enrollment
CALWorks (Title II)	17
Master Gardener's of Santa Clara County	15
Nova Connect/One-Stop	1,488
Our Lady of Fatima Villa	102
Santa Clara County Urban Run-Off	16
Sourcewise	1,445
Total	3,083

Source: Consortium Enrollment Data

Discussion of Adequacy and Quality

- 1. Short-Term CTE programs have the highest reported retention rates compared to other program areas.** Consortium members report that Short-Term CTE programs at the Adult Schools and Community Colleges have the highest retention rates of students compared to other program areas. In addition, both Adult Schools and Community Colleges within the Consortium report that demand for Short-Term CTE enrollment exceeds the capacity available to them to increase enrollment beyond current levels. Consortium members note challenges to address are limitations in space and the number of faculty to teach in these programs. Short-Term CTE programs have been successful at quickly training students for internships within various employment sectors, and most internship positions lead to paid employment for students. However, all Consortium members report that their capacity to measure outcomes of these programs is limited due to a lack of systems to track student employment success once students have graduated from the program.
- 2. Lack of elementary and basic skills education prevents some interested students from enrollment.** Some consortium members note that a small subset of the students interested in enrolling into Short-Term CTE programs still lack basic and elementary skills that would prepare them for vocational training. At the Community College level, elementary and basic skills courses that are offered may be at too high of a level for some students still needing more rudimentary support in language comprehension and arithmetic. Lack of a high school diploma or equivalency certificate poses as a barrier for students aiming to enter some of the Short-Term CTE programs.
- 3. Consortium schools experience varying levels of success developing jobs.** The success of job placement in Short-Term CTE programs varies by program type. Currently, health-related tracks see the most successful rates of student employment upon certification. Consortium members report industry demand exceeds supply for Certified Nursing Assistants (CNA), Medical Assistants (MA), and Radiology Technicians. However, Consortium members note the challenges facing faculty and staff having to balance both teaching or training and job development within industry. Consortium members noted that professional development around job development would be helpful for faculty and staff that lack that experience.

Apprenticeship Programs

Apprenticeship Programs provide on-the-job training integrated with classroom learning. Apprentices are paid employees, “earning while they’ll learn.” Apprentices are usually hired in skilled crafts. One Community College offers an Apprenticeship Program within the Consortium. Foothill College served 1,900 students in its Apprenticeship Program in FY 2013-14.

Programs for Apprentices Unduplicated Enrollment FY 2013-14, by Consortium Member	
Consortium Member	Credit Basic Skills
Foothill College	1,900
Total	1,900

Source: Consortium Enrollment Data

Discussion of Adequacy and Quality

- Second highest number of classroom hours per student in the State.** Foothill College reports having the second highest number of classroom hours of learning per student of any other Apprenticeship program in the State. This ensures apprentices are supported with a high level of skill that contributes their success in the program.
- Strong relationships with local trade unions across the region.** Foothill College has also created several strong relationships with local trade unions that hire apprentices from its Apprenticeship Program. However, some students entering Apprenticeship Programs face additional barriers to participation, especially around transportation. Students without access to a car face difficulty traveling to and from their apprenticeship site, home, and school.

Programs for Adult Learners in Correctional Facilities

Currently, Consortium members offer a variety of programs to adult learners who have re-entered the community from jail or prison. However, no Consortium member currently operates Adult Education Programs in correctional facilities.

Regional Comprehensive Plan Objective 2:

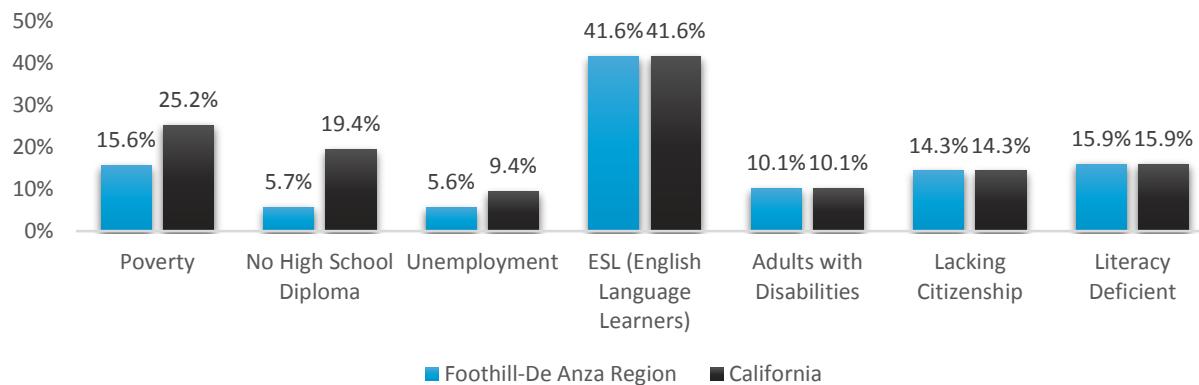
An evaluation of current needs for adult education programs within the region.

Consortium Region Overview

According to recent demographic data provided by the AB 86 State Workgroup, the Foothill-De Anza region has a total population of 418,357. Of that total, 174,019 speak English as a second language, and 66,383 are literacy deficient. Another 23,846 lack a high school diploma. An additional 59,768 are not US citizens. The number of unemployed is 23,438, and 42,347 are adults with disabilities. Lastly, in a relatively affluent area of the state, 65,264 live below the federal poverty level. Program enrollment numbers indicate the regional AB 86 Consortium members are serving approximately 50% of those in need in the Foothill-De Anza region. See the figure below for demographic comparisons between the Foothill-De Anza region and the State of California.

When compared to the State of California overall, the Foothill-De Anza region experiences similar rates of English language learners, adults with disabilities, populations lacking citizenship, and populations who are literacy deficient, but the region experiences lower rates of poverty, fewer individuals without a high school diploma, and lower rates of unemployment. Despite performing at or better than the State overall, the Foothill-De Anza region experiences a high level of unmet need for Adult School programs. Immediately following this section is an analysis of the local regional economy, which describes the fastest growing occupations in the region and those occupations with the most job openings. Then, an analysis by program area identifies the needs currently being met by the existing programs and those that are currently left unmet.

Demographic Comparison between the Foothill-De Anza Region and California



Source: Consortium Enrollment Data, AB 86 State Workgroup

Analysis of Local Regional Economy

The Foothill-De Anza region is influenced by economic factors in Santa Clara County, as well as the surrounding counties of Alameda, Contra Costa, Marin, San Francisco, and San Mateo (see Figure 1). Taken collectively, the Bay Area region is expected to experience substantial job growth between 2010 and 2040, with nearly 73% of total job growth expected in the professional services, health and education, and leisure and hospitality sectors. More than half of the projected 1.1 million new jobs in the Bay Area by 2040 are expected to be created between 2010 and 2020.¹

According to the Association of Bay Area Governments (ABAG), industry sectors, specifically professional services and health and education, are expected to contain a wide spectrum of wages, each requiring different skill levels and educational requirements. It is estimated that less than half of the jobs in the professional services sector will require the higher levels of education typically associated with this sector.² This suggests that more than half of professional services sector jobs will be available to individuals without bachelor's degrees.

Fastest Growing Occupations

According to the State of California's Employment Development Department, the fastest growing occupations in the Foothill-De Anza region include microbiologists, paralegals and legal assistants, and biochemists and biophysicists. As Figure 2 depicts, each of these occupations are expected to grow more than 54% between 2010 and 2020, experience a median annual wage of at least \$68,000 and require varying levels of education.

Figure 2. Fastest Growing Occupations in the Foothill-De Anza Region by Expected Growth in Employment

Fastest Growing Occupation	Expected Growth in Employment (2010 – 2020)	Median Annual Wage	Entry Level Education
Microbiologists	76.3%	\$96,580	Bachelor's Degree
Paralegals and Legal Assistants	55.1%	\$68,215	Associate's Degree
Biochemists and Biophysicists	54.1%	\$94,521	Doctoral or Professional Degree

Source: State of California, Employment Development Department, Occupations in Demand

¹ Association of Bay Area Governments & Metropolitan Transportation Commission, 2013. Bay Area Plan: Strategy for a Sustainable Region.

² Ibid

Figure 1. San Francisco Bay Area Counties



Source: www.bayareacensus.ca.gov

To further analyze the relationship between minimum educational requirements and the fastest growing occupations in the Foothill De-Anza region, occupations requiring more than an Associate's Degree were excluded from the analysis. This analysis revealed that the fastest growing occupations in the STC region that require an Associate's Degree or less include paralegals and legal assistants, home health aides, and heating, air conditioning, and refrigeration mechanics and installers. As Figure 3 depicts, each of these occupations are expected to grow by at least 41.4%, experience a median annual wage of at least \$21,738, and require no more than an Associate's Degree.

Figure 3. Fastest Growing Occupations in the Foothill-De Anza Region that Require an Associate's Degree or Less, by Expected Growth in Employment

Fastest Growing Occupation	Expected Growth in Employment (2010 – 2020)	Median Annual Wage	Entry Level Education
Paralegals and Legal Assistants	55.1%	\$68,215	Associate's Degree
Home Health Aides	50.3%	\$21,738 - \$24,164	Less than high school
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	41.4%	\$56,093	Postsecondary non-degree award

Source: State of California, Employment Development Department, Occupations in Demand

Occupations with the Most Job Openings

According to the State of California's Employment Development Department, the occupations with the most job openings in the Foothill-De Anza region include retail salespersons, cashiers, and waiters and waitresses. As Figure 4 depicts, each of these occupations have at least 33,000 job openings, experience a median annual wage of at least \$19,137, and require an educational attainment of less than high school.

Figure 4. Occupations with the Most Job Openings in the Foothill-De Anza Region, by Total Job Openings

Fastest Growing Occupation	Total Job Openings	Median Annual Wage	Entry Level Education
Retail Salesperson	37,480	\$21,694 - \$24,089	Less than high school
Cashiers	37,000	\$22,431 - \$24,692	Less than high school
Waiters and Waitresses	33,790	\$19,137 - \$22,007	Less than high school

Source: State of California, Employment Development Department, Occupations in Demand

To further analyze the relationship between occupations with the most job openings and minimum educational requirements, occupations requiring less than high school and more than an Associate's Degree were excluded from analysis. This analysis revealed that the occupations with the most job openings include registered nurses, office clerks (general), and customer service representatives. As Figure 5 depicts, each of these occupations have at least 6,400 job openings, experience a median annual wage of \$35,986 and require an educational attainment of a high school diploma (or equivalent).

Figure 5. Occupations with the Most Job Openings in the Foothill-De Anza Region that Require between a High School Diploma (or Equivalent) and an Associate's Degree, by Total Job Openings

Fastest Growing Occupation	Total Job Openings	Median Annual Wage	Entry Level Education
Registered Nurses	11,420	\$110,016 - \$125,631	Associate's Degree
Office Clerks (general)	11,410	\$35,986 - \$37,004	High School Diploma or Equivalent
Customer Service Representatives	6,400	\$39,323	High School Diploma or Equivalent

Source: State of California, Employment Development Department, Occupations in Demand

For the top ten fastest growing occupations and top ten occupations with the most job openings in the Foothill-De Anza region, please see Figure 6 and Figure 8. For the top ten fastest growing occupations that require an Associate's Degree or less and the top ten occupations with the most job openings that require an Associate's Degree or less, please see Figure 6 and Figure 9.



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Figure 6. Top Ten Fastest Growing Occupations in the STC region, by Percent Change in Employment

Rank	Occupational Major Group	Occupational Title	Annual Average Employment		Employment Change Percent	2012 First Quarter Wages		Education and Training Levels		
			2010	2020		Median Hourly	Median Annual	Entry Level Education	Work Experience	On-the-Job Training
1	Life, Physical, and Social Science	Microbiologists	970	1,710	76.3	\$46.44	\$96,580	3	None	None
2	Legal	Paralegals and Legal Assistants	1,780	2,760	55.1	\$32.79	\$68,215	4	None	None
3	Life, Physical, and Social Science	Biochemists and Biophysicists	980	1,510	54.1	\$45.44	\$94,521	1	None	None
4	Life, Physical, and Social Science	Biological Technicians	1,270	1,910	50.4	\$33.61	\$69,919	3	None	None
5	Healthcare Support	Home Health Aides	7,650	11,500	50.3	\$10.45 - \$11.62	\$21,738 - \$24,164	8	None	ST OJT
6	Life, Physical, and Social Science	Medical Scientists, Except Epidemiologists	6,230	9,260	48.6	\$41.68 - \$54.78	\$86,685 - \$113,958	1	None	None
7	Installation, Maintenance, Repair	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	1,520	2,150	41.4	\$26.96	\$56,093	5	None	LT OJT
8	Transportation and Material Moving	Automotive and Watercraft Service Attendants	630	890	41.3	\$11.60	\$24,136	8	None	ST OJT
9	Installation, Maintenance, Repair	Security and Fire Alarm Systems Installers	440	620	40.9	\$24.77	\$51,530	7	None	MT OJT
10	Construction/ Extraction	Plasterers and Stucco Masons	520	670	28.8	\$29.05	\$60,423	8	None	LT OJT

Source: State of California, Employment Development Department, Occupations in Demand

Entry Level Education:

1. Doctoral or professional degree
2. Master's degree
3. Bachelor's degree
4. Associate's degree
5. Postsecondary non-degree award
6. Some college, no degree
7. High school diploma or equivalent
8. Less than high school

On-the-Job Training

- I/R = Internship/Residency
- APP = Apprenticeship
- LT OJT = Long-term on-the-job training
- MT OJT = Moderate-term on-the-job training
- ST OJT = Short-term on-the-job training
- None = none

Work Experience in a Related Occupation

- >5 years = more than 5 years experience in a related occupation or field is common
- 1-5 years = between 1 and 5 years experience in a related occupation or field is common
- <1 year = less than 1 year experience in a related occupation or field is common
- None = no work experience is typically required



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Figure 7. Top Ten Fastest Growing Occupations in the STC Region that Require an Associate's Degree or less, by Percent Change in Employment

Rank	Occupational Major Groups	Occupational Title	Annual Average Employment		Employment Change Percent	2012 First Quarter Wages		Education and Training Levels		
			2010	2020		Median Hourly	Median Annual	Entry Level Education	Work Experience	On-the-Job Training
1	Legal	Paralegals and Legal Assistants	1,780	2,760	55.1	\$32.79	\$68,215	4	None	None
2	Healthcare Support	Home Health Aides	7,650	11,500	50.3	\$10.45 - \$11.62	\$21,738 - \$24,164	8	None	ST OJT
3	Installation, Maintenance, and Repair	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	1,520	2,150	41.4	\$26.96	\$56,093	5	None	LT OJT
4	Transportation and Material Moving	Automotive and Watercraft Service Attendants	630	890	41.3	\$11.60	\$24,136	8	None	ST OJT
5	Installation, Maintenance, and Repair	Security and Fire Alarm Systems Installers	440	620	40.9	\$24.77	\$51,530	7	None	MT OJT
6	Construction and Extraction	Plasterers and Stucco Masons	520	670	28.8	\$29.05	\$60,423	8	None	LT OJT
7	Life, Physical, and Social Science	Environmental Science and Protection Technicians, Including Health	400	510	27.5	\$25.82	\$53,700	4	None	MT OJT
8	Arts, Design, Entertainment, Sports, and Media	Merchandise Displayers and Window Trimmers	1,300	1,650	26.9	\$12.79	\$26,604	7	None	MT OJT
9	Management Occupations	Food Service Managers	3,370	4,270	26.7	\$24.57	\$51,087	7	1-5 years	None
10	Production	Dental Laboratory Technicians	490	620	26.5	\$18.95	\$39,433	7	None	MT OJT

Source: State of California, Employment Development Department, Occupations in Demand

Entry Level Education:

1. Doctoral or professional degree
2. Master's degree
3. Bachelor's degree
4. Associate's degree
5. Postsecondary non-degree award
6. Some college, no degree
7. High school diploma or equivalent
8. Less than high school

On-the-Job Training

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- >5 years = more than 5 years experience in a related occupation or field is common
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Figure 8. Top Ten Occupations with the Most Job Openings in the STC Region, by Total Job Openings

Rank	Occupational Major Group	Occupational Title	Total Job Openings	2012 First Quarter Wages		Education and Training Levels		
				Median Hourly	Median Annual	Entry Level Education	Work Experience	On-the-Job Training
1	Sales and Related	Retail Salespersons	37,480	\$10.43 - \$11.58	\$21,694 - \$24,089	8	None	ST OJT
2	Sales and Related	Cashiers	37,000	\$10.78 - \$11.87	\$22,431 - \$24,692	8	None	ST OJT
3	Food Preparation and Serving Related	Waiters and Waitresses	33,790	\$9.03 - \$9.20	\$18,786 - \$22,007	8	None	ST OJT
4	Food Preparation and Serving Related	Combined Food Preparation and Serving Workers, Including Fast Food	22,310	\$9.29 - \$10.83	\$19,317 - \$22,522	8	None	ST OJT
5	Computer and Mathematical	Software Developers, Applications	18,050	\$52.64 - \$57.14	\$109,488 - \$118,854	3	None	None
6	Transportation and Material Moving	Laborers and Freight, Stock, and Material Movers, Hand	12,830	\$13.54 - \$14.45	\$28,162 - \$30,070	8	None	ST OJT
7	Building and Grounds Cleaning and Maintenance	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	12,220	\$12.23 - \$12.64	\$25,424 - \$26,287	8	None	ST OJT
8	Computer and Mathematical	Software Developers, Systems Software	11,590	\$63.58	\$132,241	3	None	None
9	Healthcare Practitioners and Technical	Registered Nurses	11,420	\$52.89 - \$60.40	\$110,016 - \$125,631	4	None	None
10	Office and Administrative Support	Office Clerks, General	11,410	\$17.30 - \$17.79	\$35,986 - \$37,004	7	None	ST OJT

Source: State of California, Employment Development Department, Occupations in Demand

Entry Level Education:

1. Doctoral or professional degree
2. Master's degree
3. Bachelor's degree
4. Associate's degree
5. Postsecondary non-degree award
6. Some college, no degree
7. High school diploma or equivalent
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Work Experience in a Related Occupation

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Figure 9. Top Ten Occupations with the Most Job Openings in the STC Region that Require an Associate's Degree or Less, by Total Job Openings

Rank	Occupational Major Group	Occupational Title	Total Job Openings	2012 First Quarter Wages		Education and Training Levels		
				Median Hourly	Median Annual	Entry Level Education	Work Experience	On-the-Job Training
1	Sales and Related	Retail Salespersons	37,480	\$10.43 - \$11.58	21,694 - 24,089	8	None	ST OJT
2	Sales and Related	Cashiers	37,000	\$10.78 - \$11.87	22,431 - 24,692	8	None	ST OJT
3	Food Preparation and Serving Related	Waiters and Waitresses	33,790	\$9.03 - \$10.58	19,137 - 22,007	8	None	ST OJT
4	Food Preparation and Serving Related	Combined Food Preparation and Serving Workers, Including Fast Food	22,310	\$9.29 - \$10.83	19,317 - 22,522	8	None	ST OJT
5	Transportation and Material Moving	Laborers and Freight, Stock, and Material Movers, Hand	12,830	\$13.54 - \$14.45	28,162 - 30,070	8	None	ST OJT
6	Building and Grounds Cleaning and Maintenance	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	12,220	\$12.23 - \$12.64	25,424 - 26,287	8	None	ST OJT
7	Healthcare Practitioners and Technical	Registered Nurses	11,420	\$52.89 - \$60.40	110,016 - 125,631	4	None	None
8	Office and Administrative Support	Office Clerks, General	11,410	\$17.79 - \$17.30	35,986 - 37,004	7	None	ST OJT
9	Personal Care and Service Occupations	Personal Care Aides	8,170	\$12.11	\$25,178	8	None	ST OJT
10	Office and Administrative Support	Customer Service Representatives	6,400	\$18.91	\$39,323	7	None	ST OJT

Source: State of California, Employment Development Department, Occupations in Demand

Entry Level Education:

1. Doctoral or professional degree
2. Master's degree
3. Bachelor's degree
4. Associate's degree
5. Postsecondary non-degree award
6. Some college, no degree
7. High school diploma or equivalent
8. Less than high school

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- I/R = Internship/Residency
- APP = Apprenticeship
- LT OJT = Long-term on-the-job training
- MT OJT = Moderate-term on-the-job training
- ST OJT = Short-term on-the-job training
- None = none

Work Experience in a Related Occupation

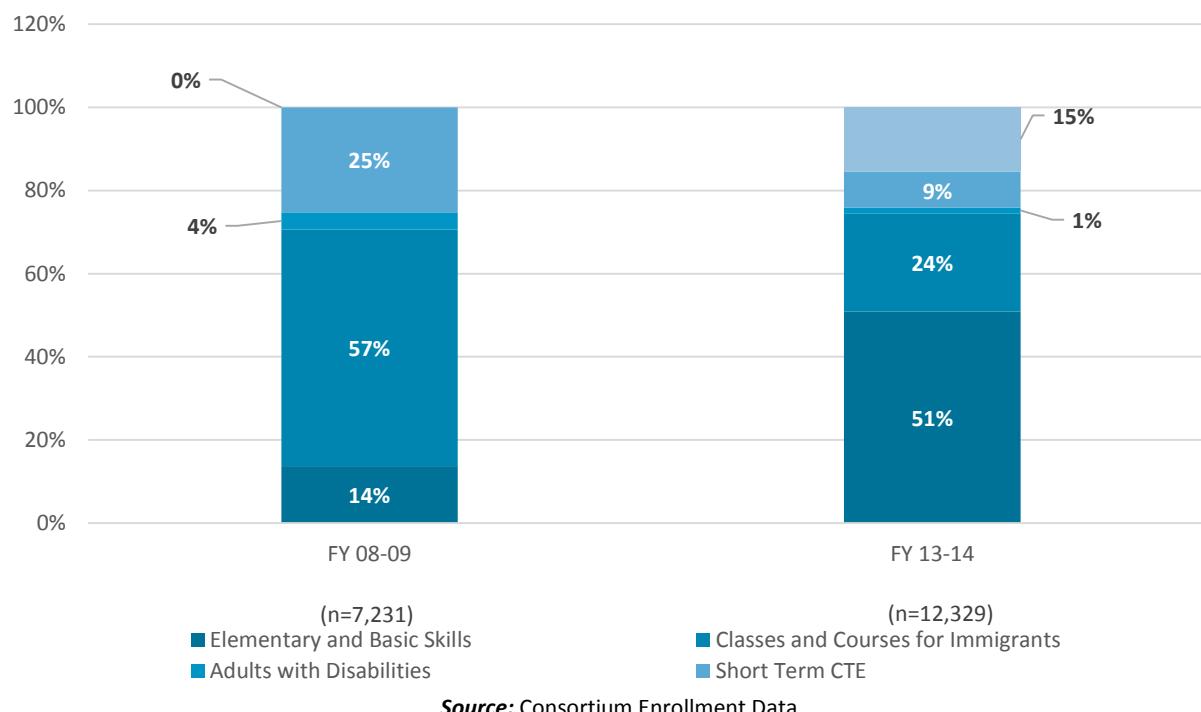
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- <1 year = less than 1 year experience in a related occupation or field is common
- None = no work experience is typically required

Analysis of Adult Education Programs' Needs

Overview of Identified Needs

Adult education programs serve as a gateway for thousands of residents in the Foothill-De Anza region to entering meaningful employment and/or basic and higher education. Adult education programs are necessary to ensure that the region's workforce is trained in the skills employers need and that the area's residents can fully participate in civic activities, such as voting. However, since the recession of 2008-09, adult education programs were the target of major cuts to funding at levels that still haven't been restored to pre-recession levels. This drastic change in funding has altered the landscape of adult education. In the figure below, we compare the proportion of student enrollment by program area from FY 2008-09 to FY 2013-14.

Figure 10: Proportion of Student Enrollment during FY 2008-09 and FY 2013-14, by Program Area



In FY 2013-14, there was a 532% increase in the number of students enrolled in Elementary and Basic Skills courses from FY 2008-09, or from 14% of total enrollment to 51%. The only other program area to see growth in the time period analyzed are the Apprenticeship Programs that began after the 2008-09 time period. Fifteen percent of students in FY 2013-14 were enrolled in an Apprenticeship Program. Student enrollment increased during this time period from 7,231 in FY 2008-09 to 12,329 in FY 2013-14 (71% increase).

Although Elementary and Basic Skills and Apprenticeship Programs saw a rise in enrollment, all other program areas experienced a reduction in total enrollment. By FY 2013-14, there was a 43% reduction in the number of students enrolled in programs for Adults with Disabilities, a 41% reduction in the number of students participating in a Short-Term CTE programs, and a 29% decrease in enrollment for Classes and Courses for Immigrants.

The rise in Elementary and Basic Skills enrollment in FY 13-14 can be partly attributed to the “GED Bump,” a real but unsustainable rise in the number of students taking basic skills courses to complete their GED before changes to the test format and requirements went into effect January 2, 2014.

Needs by Program Area

Elementary and Basic Skills Education Programs

Program Description: Programs and courses to help adults learn basic literacy and often include academic classes for grades 1 – 8 and classes required for a high school diploma or high school equivalency certificate.

Program Goal: Students learn the skills to earn their high school diploma or high school equivalency certificate.

Statement of Need: In the Foothill-De Anza region, 23,846 students left high school before receiving their high school diploma or a high school equivalency certificate, and 66,383 students are considered literacy deficient. During FY 2013-14, a total of 6,272 students were enrolled in elementary or basic skills education programs, representing those individuals without a high school diploma, adult learners considered literacy deficient, or both (these categories are not mutually exclusive). Of those without a diploma or certificate, 26% were enrolled in an Elementary and Basic Skills Education Program during FY 2013-14. Whereas, 9% of adult learners considered literacy deficient were enrolled in an Elementary and Basic Education Program in FY 2013-14. However, because total enrollment numbers within the consortium represent potentially duplicated counts, it is estimated that between 7-9% of individuals in need of Elementary and Basic Skills Education Programs are currently being served, leaving approximately 91-93% of the potential population with unmet needs.

Figure 11. Enrollment in Elementary and Basic Skills Education among Students without a High School Diploma and/or Literacy Deficient, FY 2013-14

No H.S. Diploma or Literacy Deficient	Regional Estimate	Total Enrolled (Duplicated)	% Enrolled
No Diploma	23,846	6,272	26.3%
Literacy Deficient	66,383	6,272	9.4%
No Diploma and/or Literacy Deficient	90,229	6,272	6.9%

Source: Consortium Enrollment Data

Compared to the State of California, a much smaller proportion of students in the Foothill-De Anza region are leaving high school before receiving a diploma or equivalency certificate (5.7% versus 19.4% in

the State). However, the proportion of those who are considered Literacy Deficient within the region is the same as the proportion in the State overall (15.9%).

One consortium member stated that the success of the Elementary and Basic Skills Education Programs may stem from the fact that students can get their GED relatively quickly, in part due to the dedicated Workforce Investment Act funds that fund those programs. Consortium members acknowledge the flexibility of adult schools to meet the emerging needs of adult learners in this area, and have designed their programs to help students gain basic literacy and math skills, as well as computer literacy skills that will prepare them to take the GED, pursue additional education, and/or enter the workforce. It was also noted that there are a large number of adult students without a high school diploma or GED, and suggested that the current program has the capacity to serve more students. However, reaching English language learners has been particularly difficult.

Based on this data, Consortium members identified the following unmet needs of Elementary and Basic Skills Education Programs:

1. Engagement and retention of students without a high school diploma or equivalency certificate and students considered Literacy Deficient.
2. Enhanced coursework in and exposure to expository reading and writing skills that will better prepare students for college coursework.

Courses and Classes for Immigrants

Program Description: Courses and classes for immigrants provide educational services in citizenship and English as a second language, and workforce preparation classes in basic skills.

Program Goal: Support English Language Learners to gain the skills of speaking, listening, reading, writing, mathematics, decision making and problem solving in English, and preparation to participate in job-specific career and technical training.

Statement of Need: In the Foothill-De Anza region, there are approximately 174,000 immigrants. This region, which includes the heart of Silicon Valley, attracts highly educated immigrants from around the world to work in the Information Technology (IT) sector. As such, identifying ESL learners that do not have English language knowledge or skills can be difficult. Adult Schools primarily serve immigrants seeking citizenship or who recently immigrated to the region and need to learn English. This population is entirely distinct from ESL learners as a whole in Santa Clara County who may immigrate on work visas and may already be highly educated. During FY 2013-14, there were 3,000 adult students enrolled in Courses and Classes for Immigrants, representing approximately 2% of immigrants in the region, as depicted in Figure 12. This percentage of the relevant immigrant population that is being served, in actuality, is likely much greater than the 2% that is presented here.

Figure 12. Enrollment in Courses and Classes for Immigrants, FY 2013-14

	Regional Estimate	Total Enrolled	% Enrolled
Population	174,000	3,000	1.7%

Source: Consortium Enrollment Data

The Foothill-De Anza region encompasses approximately 59,768 non-citizens who may require the assistance of adult schools to progress towards US citizenship. While not all individuals who lack US citizenship will need the assistance of an adult school to progress towards citizenship, based on enrollment figures from FY 2013-14, current Courses and Classes for Immigrants reach 5% of that population, as shown in Figure .

Figure 12. Non-Citizen Population and Total Enrollment in Courses and Classes for Immigrants, FY 2013-14

Non-Citizen	Regional Estimate	Total Enrolled	% Enrolled
Non-Citizenship Population	59,768	3,000	5.0%

Source: Consortium Enrollment Data

The Adult Schools within the Consortium have successfully served thousands of students needing to learn basic English language skills, and are among some of the most well attended courses in the consortium. Efforts are made by the Adult Schools within the Consortium to align Elementary and Basic Skill courses with their ESL courses to ensure continuity for students trying to both learn English and gain basic skills to become more employable.

Overall, students accessing Courses and Classes for Immigrants face unique challenges compared to other adult learners. **Below are the unmet needs of Courses and Classes for Immigrants within the Foothill-De Anza region:**

1. Stigma against immigrants within educational and employment institutions.
2. Fear of institutions by immigrants.
3. Consistent support to help immigrants adapt to education and work cultures, including cultures of individual educational institutions.
4. Consistent social supports across educational and career pathways.
5. Instability in the home or employment increase the barriers to successfully completing ESL courses.
6. Low retention and course completion rates.

Programs for Adults with Disabilities

Program Description: Education programs for adults with disabilities accommodate students with cognitive, physical, sensory, or medical disabilities or mental disorders.

Program Goal: Provide modified equipment, materials, and instructional strategies to increase literacy for both individuals and families as well as workplace skills.

Statement of Needs: In the Foothill-De Anza region, there are approximately 42,347 individuals living with disabilities. During FY 2013-14, the consortia enrolled 171 students in Programs for Adults with Disabilities, representing just 0.4% of the total disabled population in the region. However, it is important to note that the total population of adults with disabilities may include adults with disabilities who are unable to attend school or work, even if they desired to do so. Therefore, the actual penetration rate of Adult Education Programs for Adults with Disabilities is difficult to estimate based on the limited data available. Since 2008, Adult Schools have had difficulties hiring specialized support staff to help students with learning disabilities succeed in their programs. Compared to any other program area, enrollment of adults with disabilities has declined the most since 2008-09, by 43%.

Figure 13. Population Living with Disability and Total Enrollment, FY 2013-14

Adults with Disabilities	Regional Estimate	Total Enrolled	% Enrolled
Population living with disability	42,347	171	0.4%

Source: Consortium Enrollment Data

While the Mountain View Los Altos and Palo Alto Adult Schools provide the only designated programs for Adults with Disabilities within the Consortium, both Foothill and De Anza colleges offer a broad range of supports for students with disabilities, which includes tutoring, tailored learning environments, and extra classroom help. These programs are tailored to meet the needs of adults with a diverse range of learning, physical, and sensory disabilities and provide a needed bridge to supported employment for many. The Adult Schools maintain relationships with employers in the community in an effort to provide employment assistance to students once they have acquired basic job skills.

Consortium members have identified the following unmet needs for education programs for adults with disabilities:

1. Specialized staff to support adults with cognitive, physical, and sensory disabilities, especially at the Adult School level.
2. Social supports for adults with disabilities on school campuses.
3. Extra help to support students with disabilities in the classroom and with assignments outside of class hours.
4. Enhanced relationships with some employers for adults with disabilities, particularly at the Community College level.

Short-Term Career Technical Education (CTE) & Apprenticeship Programs

Program Descriptions:

- *Short-Term CTE:* Vocational programs with high employment potential that consist of classroom study and internships.
- *Apprenticeship Programs:* Apprenticeship programs provide on-the-job training within education pathways. Apprenticeships are usually developed and conducted by program sponsors including

individual employers, employer associations, or a jointly sponsored labor/management association.

Program Goals:

- *Short-Term CTE:* Students move towards a vocational or career technical objective and/or earn a certificate or award that is directly related to employment.
- *Apprenticeship Programs:* Support students to gain the skills and experience to successfully engage in long-term employment.

Statement of Needs: Short-Term CTE and Apprenticeship programs target individuals who need workforce skills and training in order to quickly enter the workforce. These programs are often accessed by people living at or below the federal poverty level in an effort to enhance their economic security. Although not reflective of adult learners directly, the proportion of students receiving free and reduced meals by some Consortium members offer context as to the economic stability of the populations they serve. Almost 13% of students enrolled at Fremont Union, Mountain-View Los Altos, and Palo Alto schools are eligible for Federal free or reduced lunch programs (see Figure).

In the Foothill-De Anza region there are approximately 65,294 residents living at or below the federal poverty level and approximately 23,428 residents that are unemployed, as shown in

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Figure . Based on the combined CTE and Apprenticeship Program enrollment, 5% of those living in poverty and 13% of those considered unemployed accessed a career pathway or vocational program within the Consortium of Adults Schools and Community Colleges. This suggests an unmet need of 87% for those who are unemployed and 95% for those living in poverty.

Figure 14. Student Enrollment and Free or Reduced Lunch Programs by Consortium Member, FY 2013-14

District Name	Enrollment	Free meal count	FRPM count	Eligible free lunch (%)	Eligible FRPM (%)
Fremont Union HSD	10,710	1,288	1,618	12.0%	15.1%
Mountain View Los Altos HSD	3753	607	715	16.2%	19.1%
Palo Alto USD	12,466	785	1,063	6.3%	8.5%
Total	26,929	2,680	3,396	10.0%	12.6%

Source: Consortium Enrollment Data

Figure 15. Poverty and Unemployment Rates among Students Enrolled in CTE & Apprenticeship Programs, FY 2013-14

Poverty & Unemployment	Regional Estimate	CTE & Apprenticeship Combined enrollment	% enrolled
Population Poverty	65,264	2,970	4.6%
Population Unemployment	23,428	2,970	12.7%

Source: Consortium Enrollment Data

Short-Term CTE programs at both the Community College and Adult School levels boast the best retention and highest utilization by students than any other Adult Education program offered by the Consortium. Consortium members identified the career accreditation programs in health as a particular success of the Adult Schools, in which students earn certificates as a Nursing Assistant, Medical Assistant, or Radiology Technician. Although relatively new, the Apprenticeship Program at Foothill College is successfully providing on-the-job training for students. Overall, Foothill College reports very high retention rates of students enrolled in this program and currently provides the second most classroom hours per student in the state.

Consortium members identified the following unmet needs related to Short-Term CTE and Apprenticeship Programs:

1. Career pathways with timelines to completion at various lengths, more individually tailored to the needs of students.
2. Enhanced courses in soft skills that emphasize communication, team building and collaboration, problem solving, critical thinking, and work ethic.
3. Basic computer literacy skills courses that teach word processing and commonly used computer office applications.
4. Tailored CTE and apprenticeship programs based on industry demand.
5. Technology courses tailored to industry demand.
6. Integrated curriculum development with industry leaders to better prepare students with job skills.
7. Coordinated curriculums between institutions and industry needs.
8. Increased student supports to enhance pre-apprenticeship skills.
9. Increased supports to transition students from initial job placements into education programs that enhance their level of knowledge and skill to progress their careers.
10. Enhanced relationships and networking with employers to enhance job or apprentice opportunities, especially at the Community College level as a whole.
11. Community presence and brand for the types of programs and career pathways that are currently offered by Consortium members.

Conclusion

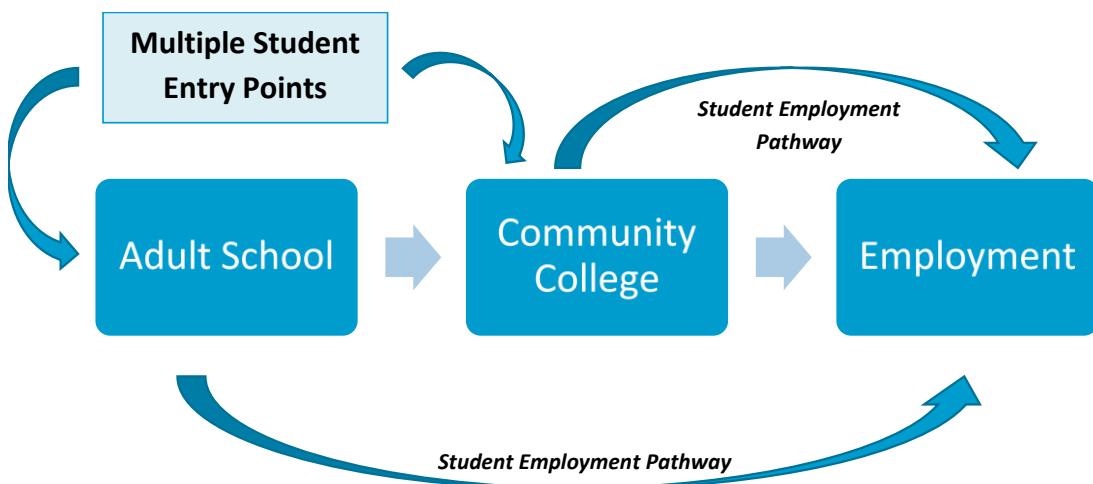
Based on the available data, the consortium is currently meeting *some* of the needs of the regional population, providing access to Elementary and Basic Skills Programs, Courses and Classes for Immigrants,

Programs for Adults with Disabilities, Short-Term Career Technical Assistance (CTE), and Apprenticeship Programs. However, there is still a largely unserved segment of the population that may need access to Adult School programs. **Based on enrollment and funding trends, the Consortium has identified the following unmet needs:**

1. Funding overall for Adult Education Programs, especially at the Adult School level.
2. Administrative capacity to oversee Adult Education programs, especially at the Adult School level.
3. Expanded course availability due to funding and facility restraints.

Coordination and Information Needs

Figure 16: Current Organization of Adult Education Programs across Consortium Members



One of the primary challenges to current Adult Education Programs within the Consortium, is aligning programs across different educational systems (Adult Schools and Community Colleges) that lack a historical partnership. As adult education programs have developed, there is an increasing need to coordinate student entry and assessment, program curriculum, and career pathways across Consortium member. The figure below depicts the current arrangement of Consortium members along a continuum from Adult School to Employment.

The current arrangement of programs across institutions has created multiple student entry points to either Adult School or Community College. In addition, multiple employment or career pathways are generated by different types of workforce education and training initiatives at either the Adult School or Community College level. In addition, there are multiple points of transition for students in between institutions. At each of these junctures, Consortium members note the high risk for students to drop out of school or college without progressing along a career path, and that pathways to employment are unclear or not easily understood by students, further reducing the likelihood of successful employment.

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In addition, Consortium members also note that a lack of data and coordinated data systems prevent data-driven decision making or the identification of student outcomes in adult education programs.

The following unmet needs are based on the current arrangement of Consortium member organizations and adult education programs:

1. Coordinated entry and assessment point for all students entering Adult Education Programs.
2. Consistent transition supports for students progressing in between the Adult Schools, Community Colleges, and into employment.
3. Centralized student database systems across institutions to track credits and courses completed.
4. Consistent data on student success in obtaining employment.
5. Coordinated courses and curriculums that build on students' previously gained skills from another course.
6. Community presence and brand for the types of programs and career pathways that are currently offered by Consortium members.

Regional Comprehensive Plan Objective 3

Plans for Consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.

Consortium members recognize the need to align and connect Adult Education programs to postsecondary academic pathways and/or career pathways leading to employment. Educational and career alignment is an essential step to ease student transitions in order to realize academic and/or career goals. To achieve this aim, the Consortium will work to align placement and assessment tools, curriculum, and measurement of student outcomes across delivery systems, bolster and define communication paths among Consortium participants, and embed access to student services within educational programming. The Consortium will identify new strategies as well as engage in the expansion and integration of existing transition strategies within and between Adult Schools, Community Colleges, and career pathways. The strategies identified correspond to four primary pathways including:

1. Adult Education Programs to Community Colleges
2. Adult Education Programs and/or Community Colleges to Career Pathways
3. Adult Education Programs to Career Pathways
4. Transitions and Transfers within Adult Education

Within this Objective, we will describe the strategies identified to facilitate students' transition from Adult Education programs to Community College or career. We will describe the resources and costs associated with implementation and how implementation will be tracked and measured. A more detailed work plan to describe the implementation of strategies to aid successful student transitions is included in Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants.

1. Transitions from Adult Education Programs to Community Colleges

Consortium members brainstormed five strategies that will support students' seamless transition from Adult Education to postsecondary education. Consortium members prioritized strategies that reduce barriers to transfer/transition by providing students with clearly articulated transition paths from Adult Education programs to Community Colleges through curriculum alignment, placement and assessment tools standardization, provision of bridge courses, and supporting students through mentorship and targeted outreach activities.

Strategy 1.1: Formation of articulation agreements between Adult Schools and Community Colleges for CTE and other courses.

- i. **Description:** Consortium members from Adult Schools and Community Colleges will participate in workgroups to align curricula and develop articulation agreements, or formal agreements to

accept credits when a student transfers toward a specific academic program. Articulation agreements between Adult Schools and Community Colleges for CTE and other courses to provide college credit for aligned courses without assessment will significantly aid the transition of students from Adult Education programs to Community Colleges. Adult School and Community College faculty will serve jointly on Articulation Workgroups that will be tasked with developing program-specific articulation agreements.

- ii. **Resources Needed:** In order to carry out Strategy 1.1, Consortium members identified the need for dedicated Adult Education and Community College faculty from all five program areas to serve on Articulation Workgroups. Consortium members identified the need for an “Articulation Day” event to align curriculum and create articulation agreements by some Consortium participants, and identified the process at Mission College as model for this event. The amount of dedicated time needed to implement articulation agreements for each program may vary depending on the stage of curriculum development. Consortium members estimated a need for up to 100 hours of staff time depending on current stage of curriculum development for each program area and the length of Community College approval processes.
- iii. **Methods of Assessment:** Consortium members will assess the progress toward achieving this strategy by tracking workgroup participation by relevant faculty. The Consortium also will document the number of articulation agreements developed and approved. Ultimately, the Consortium will track the number of students successfully transitioned to Community College under each articulation agreement.

Strategy 1.2: Alignment of placement tools and assessments, with assessments provided at Adult Schools prior to transition to Community College.

- i. **Description:** Consortium members identified the need to simplify the assessment and placement process for students entering the Community College system from Adult Schools. Currently, Adult Schools do not have access to Community College placement tests, preventing better preparation for successful entry into Community College at the Adult School level. The Consortium also identified the need to align assessments and expected student performance outcomes across institutions to make placement more uniform among Consortium members. Through this strategy, the Consortium will work towards development of a consistent system-wide assessment and placement tool, creating opportunities for students at Adult Schools to complete assessments within the Adult School environment.
- ii. **Resources Needed:** Implementation of Strategy 1.2 relies on the formation of Assessment Workgroups comprised of Community College faculty and Adult School faculty from ESL, GED, and Adults with Disability programs. Faculty participating on workgroups will be compensated for their time. The number of faculty dedicated to assessment alignment will be determined by Consortium workgroups. Successful implementation of this strategy necessitates that institutions

share current placement tests and assessments, a process in place for Adult Schools to provide student assessments on-site, as well as the development of shared data and measurement systems to track whether this strategy is successfully placing more Adult School students into the Community Colleges.

- iii. **Methods of Assessment:** Consortium members will assess the implementation of this strategy by tracking workgroup participation by relevant faculty and progress of assessment alignment discussions. Successful transitions of Adult School students to Community Colleges will also be tracked in order to understand the effectiveness of Strategy 1.2.

Strategy 1.3: Targeted outreach to Adult School students through expansion of “Student Ambassador” program and Adult School participation in college fairs

- i. **Description:** The Consortium identified the “Student Ambassador” program at Foothill Community College as a model example of a student support program that, through the use of networking, community service, and ambassador tools, builds a foundation for students to succeed academically, personally, and professionally. Strategy 1.3 expands the program to Adult School campuses and utilizes the existing student ambassador program structure to outreach directly to Adult Education students interested in transitioning to Community College. This strategy also requires Adult School participation in bi-annual Community College fairs.
- ii. **Resources Needed:** Consortium members identified the current Student Ambassador Program Coordinator role as an existing position that could be expanded in order to carry out strategy 1.3. The Consortium identified a number of duties the Coordinator would carry out, and estimated a time need of 50 hours a year for student ambassador meetings. Student Ambassadors will meet quarterly at three Adult Schools. Consortium members also cited the need for increased funding for Adult School participation in college and career fairs.
- iii. **Methods of Assessment:** The success of this strategy will be measured through on-going student feedback and tracking student participation in the ambassadors program and Adult School participation in college fairs.

Strategy 1.4: Expansion of Bridge Courses to all Adult Schools and to include basic through advanced level courses.

- i. **Description:** This strategy expands and aligns Adult Education Bridge courses at Adult Schools Consortium-wide. Bridge courses provide additional academic support to students to gain academic knowledge and skills that are needed for college readiness or to prepare for vocational training. Bridge courses are offered concurrently to the academic courses in which adult learners are already enrolled. This strategy expands Bridge programming to include two additional levels of learning: 1) Introductory courses focused on critical thinking and academic reading, and 2)

Advanced courses focused on college-level writing. Bridge curriculum will be aligned between Adult School and Community College expectations.

- ii. **Resources Needed:** The process of expanding and aligning Bridge programs throughout Adult Education programs will begin with the formation of Bridge workgroups. Workgroups will include ELS and Bridge teachers who will work towards creating a system-wide Bridge curriculum. Consortium members estimated that those involved will participate in 12 hours of meetings over six weeks.
- iii. **Methods of Assessment:** Consortium members will assess the success of this strategy by tracking the availability of Bridge courses, the number of students transitioning from level one to level two, and the number of students transitioning from level two to Community College.

Strategy 1.5: Alignment of data and measurement systems to track student progress across schools/systems

- i. **Description:** Consortium members noted that lack of data and coordinated data systems prevent data-driven decision making or the identification of student outcomes in Adult Education programs. Consortium participants identified the alignment of data and measurement systems as a priority strategy. Strategy 1.5 utilizes a joint systems workgroup to begin planning for the creation and implementation of shared student progress indicators and outcome metrics and a shared data system. Through a collaborative effort, the workgroup will identify appropriate metrics, the necessary components of a shared data system, how the system would be accessed, and how information would be stored.
- ii. **Resources Needed:** Adult School and Community College faculty are needed to participate in the data and measurement workgroup. Consortium members also identified the need for a data consultant to facilitate the process.
- iii. **Methods of Assessment:** Progress towards achieving this strategy will be signified by the formation and regular gathering of the workgroup, identification of metrics and a shared data system, and creation of data sharing agreements. Once the capacity to collect and track data on student outcomes is solidified, Consortium members will track system utilization.

2. Adult Education Programs and Community Colleges to Career Pathways

Consortium members identified strategies to support student transitions from Adult Education Programs and Community Colleges to career pathways including embedding essential skills into Adult Education programming, providing student information through hosting career fairs, and developing and strengthening partnerships with local industry, employers, and organizations to provide volunteer and employment opportunities and curriculum advising.

Strategy 2.1: Embedding job search skills, soft skills, and computer skills in CTE training and ESL courses

- i. **Description:** Consortium members identified the need to build skills essential for job readiness into both basic and technical education programs to prepare students to make the transition from Adult Education or Community College programs to employment. This strategy embeds job search skills, soft skills, and computer skills into CTE training and ESL courses throughout the system.
- ii. **Resources Needed:** Strategy 2.1 depends on building the capacity for CTE and ESL instructors to teach job search and other essential skills, or building the capacity for Career Counselors to provide in-class instruction. This strategy also requires the development of tailored curriculum that integrates relevant skills to the type of pathway in which a student is enrolled. Consortium members estimated the need for a total of 120 hours of curriculum development and 35 hours of instruction time.
- iii. **Methods of Assessment:** Tracking the number of CTE and ESL courses utilizing embedded skills curriculum will allow Consortium members to assess the implementation of this strategy.

Strategy 2.2: Co-hosting and co-locating annual Career Fairs.

- i. **Description:** Adult Schools and Community Colleges will co-host bi-annual career fairs. Fairs will seek participation from local employers and business and industry representatives as well as local service and community organizations that provide student support. Students will have the opportunity to meet prospective employers, circulate their resumes, and apply for jobs with employers or partners familiar with the Consortium.
- ii. **Resources Needed:** The Consortium identified the need for a system-wide Event Coordinator to organize and promote career fairs to students throughout the system and to local employers and business and industry representatives.
- iii. **Methods of Assessment:** The event coordinator will track employer and organization participation. Each Consortium participant will track student participation in the career fair.

Strategy 2.3: Sign MOUs with local businesses, industry representatives, community organizations & service providers to provide training programs, externship and volunteer sites, and jobs; guidance on skill requirements, and curricula.

- i. **Description:** This strategy engages local businesses, community organizations, and service providers to provide training programs, externships, volunteer opportunities, and jobs for Adult Education and Community College students. Additionally, Consortium members will engage local industry representatives to form Technical Advisory Committees to lead development of curricula within industry-specific career pathways.

- ii. **Resources Needed:** Strategy 2.3 relies on the creation of a Community Outreach coordinator, a new position with additional FTEs for existing and/or new personnel. The Community Outreach coordinator will develop and maintain connections with local businesses, develop MOUs, and organize the Technical Advisory Committee (TAC), which ensures that curriculum is teaching students the skills they need to be placed successfully with partner agencies.
- iii. **Methods of Assessment:** Progress towards achieving this strategy will be signified by the hiring of the personnel to carry out the job duties as described by Consortium members. The Consortium will track MOU development, TAC formation around career-specific pathways, and the number of students placed in jobs, volunteer opportunities, and externships.

Strategy 2.4: Develop Partnerships with CalWORKs, Department of Rehab, and NOVA to provide support services to low income students and students with disabilities.

- i. **Description:** Strategy 2.4 engages County agencies and organizations to provide support services to low income students and students with disabilities who may face significant challenges in completing necessary requirements and successfully transitioning into career pathways.
- iv. **Resources Needed:** Strategy 2.4 relies on the creation of a Community Outreach coordinator, a new position with additional FTEs for existing and/or new personnel. The Community Outreach coordinator will develop and maintain partnerships and develop MOUs for support services.
- ii. **Methods of Assessment:** The Consortium will track the number of students connected to services provided by partner agencies and organizations.

3. Adult Education Programs to Career Pathways

Consortium members brainstormed one strategy to support the transition of Adult Education students into career pathways.

Strategy 3.1: Hire fulltime Career Counselor to work 1-1 with students looking for employment.

- i. **Description:** The Consortium identified the addition of three fulltime Adult Education Career Advisors as a transition support strategy.
- ii. **Resources Needed:** Implementation of this strategy relies on the increased capacity of Adult Schools to hire personnel for this position.
- iii. **Methods of Assessment:** Successful implementation of the strategy will be signified by the number of Adult Education students receiving career counseling services.

4. Transitions and Transfers within Adult Education

Consortium representatives from the Adult Schools identified the need to better support adult learners to transition within Adult Education courses or between different Adult Schools that may have resources better suited to their needs. Enhanced transition supports within Adult Schools will help adult learners transitioning from ESL to basic skills and Community College or vocational preparation.

Strategy 4.1: Facilitate transitions and transfers within and between Adult Schools and programs

- i. **Description:** As many adult learners must complete various Adult Education programs before transitioning to Community College or career. Consortium members noted the need to align programs between Adult Education systems to facilitate student transitions between schools and programs.
- ii. **Resources Needed:** Implementation of this strategy relies on the increased communication within and between schools and joint participation in quarterly department meetings to formulate alignment strategies.
- iii. **Methods of Assessment:** Consortium members will track the number of successful student transitions between Adult Education programs.

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or Community Colleges)	Methods of Assessment	Timeline
Adult School → Community College	Formation of articulation agreements between Adult Schools and Community Colleges for CTE and other courses to provide college credit for aligned courses without assessment	Dedicated AE and CC faculty for Articulation workgroups (5 staff for all five program areas, 10-100 hrs).	\$25,000	Adult Schools and CCs	Articulation agreements in place, number of AE students successfully transfer to CC	Depends on stage of curriculum development and length of approval process at CCs
Adult School → Community College	Alignment of placement tools and assessments, assessments provided at Adult School prior to transition to Community College	Dedicated CC and AE ESL, GED, and AWD faculty for Assessment workgroups	\$25,000	Adult Schools and CCs	Number of AE students successfully compete assessments and placed in CC programs	Continued discussion with workgroup through 3/14 to establish timeline
Adult School → Community College	Targeted outreach to Adult School students through expansion of "Student Ambassador" program at Foothill (Student ambassadors assigned each Adult School in the Consortium) and Adult School participation in College Fairs	System-wide Program Coordinator Adult Schools and CCs Student Ambassador program Event Coordinator for coordination of AE Participation in College/Career Fairs	\$3,000 \$12,000	Foothill Adult Schools and CCs	Availability of CC student ambassadors at all AE campuses; Number of students engaged by student ambassador; number of Adult Schools participating in job/college fair	Quarterly meetings starting in 2015 Twice annually starting in 2015
Adult School → Community College	Expansion of Bridge Courses to all Adult Schools to include two levels:	AE Faculty for Bridge workgroup (2 Bridge, 1 ESL)	Staff salaries for workgroup	Adult Schools	Availability of Bridge courses at all AE campuses; number of	

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

	<ol style="list-style-type: none"> 1. Introduce students to critical thinking skills and academic reading 2. Advanced courses focused on college-level writing 		participation \$3,000-\$5,000		students transitioning from level 1 to 2, number of students transitioning from level 2 to CC.	
Adult School → Community College	Alignment of data and measurement systems to track student progress across schools/systems	AE and CC faculty for data workgroups Staff Consultant	\$50,000 \$25,000	Adult Schools and CCs	Data agreements in place	Continued discussion with workgroup through 3/14 to establish timeline
Adult School/Community College → Career pathways	Embedding job search skills, soft skills and computer skills in CTE training and ESL courses	Capacity for CTE/ESL instructors to teach JSS or Career counselor to provide in-class instruction (35 hrs/semester) Curriculum material development (120 hrs)	Training costs for CTE Instructor or salary for Career Counselor + curriculum /materials development (\$7,200 x # teachers trained) TBD	Adult Schools and CCs	Number of CTE/ESL courses with embedded skills	Continued discussion with workgroup through 3/14 to establish timeline
Adult School/Community College → Career pathways	Annual Co-hosted/Co-located Career Fairs	System-wide Event Coordinator	Salary for Event Coordinator	Adult Schools and CCs	Number of students participating in job/college fair	Twice annually starting in 2015
Adult School/Community College → Career pathways	MOUs with local businesses, community orgs & service providers to provide training programs, externship and volunteer sites, and jobs; guidance on skill requirements, and curricula.	Community Outreach coordinator to develop connections with local businesses; Form TACs	\$86,000	Adult Schools, CCs, employers, and other organizations	Number of MOUs in place, number of students placed in jobs, volunteer opportunities, externships	Continued discussion with workgroup through 3/14 to establish timeline

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

		(technical advisory committees)				
Adult School/Community College → Career pathways	Develop Partnerships with CalWORKs, Department of Rehab and NOVA to provide support services to low income students & students with disabilities	Community Outreach coordinator to develop connections	See above	AE/ CCs, CalWORKs, Department of Rehab and NOVA	Number of students served/connected to services	Continued discussion with workgroup through 3/14 to establish timeline
Adult School → Career pathways	Fulltime Career Advisors to work 1-1 with students looking for employment	Three Career Advisors	\$150,000-\$225,000	Adult Schools	Number of students receiving career advising	Continued discussion with workgroup through 3/14 to establish timeline
Adult School → Adult School	Transitions/transfers within and between Adult Schools and programs (e.g. ESL → Pre- GED → GED, ASE → GED/HS Diploma, ESL → CTE, ESL →Bridge	Increased communication within and between schools – joint participation in department meetings	TBD	Adult Schools	Number of successful transitions between AE programs	Quarterly starting in 2015

Regional Comprehensive Plan Objective 4:

Plans to address identified gaps.

Following the assessment of unmet needs in Objective 2, Consortium members created a comprehensive list of the service gaps to address in order to meet the needs of both students and programs. Consortium members then prioritized the service gaps to identify the most important gaps to address in this Regional Comprehensive Plan. The five (5) priority service gaps that emerged from the prioritization process include:

1. Consistent, coordinated supports for students across educational and career pathways.
2. Integration with industry leaders and partners to better meet program and student instructional needs.
3. Single point of entry, assessment, and resources for students.
4. Enhanced student engagement and retention strategies to increase program completion rates.
5. Enhanced courses in soft skills that emphasize critical thinking, communication, team building, collaboration, and problem-solving.

Within this Objective, we will describe the strategies to address each of the five service gaps, resources and costs associated with implementation, who will be responsible for carrying out the strategies, how implementation will be tracked, as well as the timeline associated with the strategies' completion. A more detailed work plan to describe the implementation of strategies to address service gaps is included in Table 4.1: Implementation Strategies to Address Identified Gaps

Service Gap 1: Consistent, coordinated supports for students across educational and career pathways.

Discussion of the Unmet Need: Adult schools and colleges in the Foothill-De Anza region frequently serve some of the most vulnerable student populations compared to many other educational institutions in the area. For students that are Immigrants or come from low socioeconomic backgrounds, the barriers to completing educational and career pathways to make a better living for themselves and their families are particularly high. Some Consortium members noted that students in their ESL classes have a difficult time completing their courses due to instability in the home or work. Recently immigrated students have additional barriers in terms of understanding both the culture of work and education, and the differing cultures in between different educational institutions. Most all of the Consortium members agree that navigating and understanding the various components that create a career or education pathway can be confusing. Consortium members identified the lack of consistent and coordinated supports for students across educational and career pathways as a service gap that prevents Consortium schools and colleges from helping students successfully complete their courses or advance to higher levels of education and training.

Strategies to Address the Service Gap: In order to address this service gap, Consortium members brainstormed four strategies that will create a system of coordinated and consistent supports for students as they progress through different educational and career pathways across adult schools and colleges in the region. The four strategies that the Consortium identified are:

Strategy 1.1: Establish collaborative consortium leadership workgroup to organize the resources and coordinate plan development in response to AB 86.

- i. **Resources Needed:** Consortium members identified their current workgroup efforts as the beginning phase to the process of establishing better coordinated and consistent supports for students in their efforts to respond to the AB 86 Regional Comprehensive Plan. No additional resources are required to carry-out Strategy 1.1.
- ii. **Methods of Assessment:** Consortium members will track the number of meetings per month and/or per fiscal quarter to monitor their success in implementing the leadership workgroup. The Consortium will also track leadership workgroup membership to ensure there is a participating member from each of the schools and colleges within the Consortium.

Strategy 1.2: Hire dedicated personnel to provide individualized case management to adult learners.

- i. **Resources Needed:** Additional FTEs for existing and/or new personnel to act as the case management/transition staff will be needed in order to create this new position. Additionally, this staff person will need to create agreements and/or partnerships with staff from other Consortium members to ensure all students are receiving needed social and economic supports.
- ii. **Methods of Assessment:** Progress towards achieving this strategy will be signified by the hiring of the personnel to carry-out the job duties as described by Consortium members. Once the capacity to collect and track data on student outcomes is solidified, the Consortium will monitor the number of successful student transitions between the adult schools, colleges, and employers to determine their level of success.

Strategy 1.3: Create a Student Transition Team workgroup to coordinate student transitions in between Adult Schools, Colleges, and Employers.

- i. **Resources Needed:** The consortium has identified meeting time and expenses and stipends for faculty as the most intensive resources needed to carry-out the Student Transition Team workgroup. Limited resources will be needed in order to establish interagency MOUs or other agreements, as well as to develop materials related to the workgroup meetings.

- ii. **Methods of Assessment:** Consortium members will track the number of meetings per month and/or per fiscal quarter to track their success in implementing the Student Transition Team workgroup. The Consortium will also track Student Transition Team workgroup membership to ensure there is a participating member from each of the schools and colleges within the Consortium.

Strategy 1.4: **Strengthen partnerships with community-based organizations, Santa Clara County social and behavioral health agencies, ALLIES, regional day worker centers, CalWORKS, West Valley Community Services, immigrant resettlement agencies, Goodwill of Silicon Valley, and the Community College Chancellor's Office.**

- i. **Resources Needed:** The consortium has identified meeting time and expenses and stipends for faculty as the most intensive resources needed to establish and strengthen partnerships with community based organizations. Limited resources will be needed in order to establish interagency MOUs or other agreements, as well as to develop materials related to the workgroup meetings.
- ii. **Methods of Assessment:** Consortium members will track the number of joint meetings per month and/or per fiscal quarter and the total number of attendees by organization to track their success in creating stronger partnerships with local community-based organizations.

Service Gap 2: Integration with industry leaders and partners to better meet program and student instructional needs.

Discussion of the Unmet Need: In the Foothill-De Anza region there are approximately 65,294 residents living at or below the federal poverty level and approximately 23,428 residents that are unemployed. Based on the combined CTE and Apprenticeship Program enrollment, 19% of those living in poverty and 53% of those considered unemployed accessed a career pathway or vocational program within the Consortium of Adults Schools and Community Colleges. This suggests an unmet need of 47% for those who are unemployed and 81% for those living in poverty. Consortium members note the challenges facing faculty and staff having to balance both teaching or training and job development within industry. Consortium members noted that professional development around job development would be helpful for faculty and staff that lack this experience.

Strategies to Address the Service Gap: In order to address this service gap, Consortium members brainstormed seven strategies that will enhance industry integration within programs for adult learners. By better aligning education and career pathways to industry demand and standards, the Consortium aims to increase practical skill attainment and successful employment. The seven strategies that the Consortium identified are:

Strategy 2.1: Formation of Technical Advisory Committees (TAC) to lead development of curricula within each industry-specific career pathway.

- i. **Resources Needed:** In order to carry out Strategy 2.1, Consortium members identified the need for resources to conduct meetings, secure meeting venues, develop materials related to the objectives of each meeting, and for disseminating information and learning that resulted from TAC discussions. Information to disseminate may include communications, brochures, and protocols related to implementing revised and/or updated curricula related to career and educational pathways.
- ii. **Methods of Assessment:** TAC formation around career-specific pathways denote implementation of Strategy 2.1. The TAC will also implement a method to monitor and incorporate TAC input into ongoing curricula development.

Strategy 2.2: TACs meet monthly to assess and plan regional programs.

- i. **Resources Needed:** Strategy 2.2 builds upon Strategy 2.1 to incorporate program assessment and its alignment to industry needs. Additional resources required are related materials development and information dissemination to communicate findings related to ongoing program assessment and improvements or changes made to programs that enhance their alignment to industry needs.
- ii. **Methods of Assessment:** Consortium members will track the number of meetings per month and/or per fiscal quarter to track their success in implementing the TAC, in addition to TAC membership to ensure appropriate levels of industry participation. The TAC will also implement a method to monitor and incorporate student, faculty, and employer feedback into ongoing curricula development.

Strategy 2.3: Hire job developer personnel to establish and formalize relationships with local employers and business leaders, and to expand internship, externship, and job opportunities for students.

- i. **Resources Needed:** Additional FTEs for existing and/or new personnel to act as the job developer will be needed in order to create this new position. Additionally, this personnel will need to create agreements and/or partnerships with employers to develop and expand internship, externship, and job opportunities for students.
- ii. **Methods of Assessment:** Progress towards achieving this strategy will be signified by the hiring of the personnel to carry out the job duties as described by Consortium members. Once the capacity to collect and track data on student outcomes is solidified, the Consortium will monitor the number of MOUs/agreements with employers and the number of students successfully employed to assess implementation of Strategy 2.3.

Strategy 2.4: **Meet semi-annually with industry partners, business leaders, and employers to monitor program success.**

- i. **Resources Needed:** Meeting semi-annually with industry partners, business leaders, and employers will require meeting time and venues, material development, and information dissemination ahead of and following meetings.
- ii. **Methods of Assessment:** Consortium members will record the number of semi-annual meetings with industry partners and the total number of attendees by organization to monitor success of educational and career pathways.

Strategy 2.5: **Align Vocational English as a Second Language (ESL) course curriculum to industry specific pathway.**

- i. **Resources Needed:** In order to better align Vocational ESL courses, faculty and industry partners will need to meet regularly to assess and monitor the quality of curricula and instruction. Additional resources also include curriculum development and dissemination among members of the Consortium.
- ii. **Methods of Assessment:** Vocational ESL courses will be established upon the successful development of Vocational ESL curricula specific to each career pathway promoted by Consortium members.

Strategy 2.6: **Strengthen partnerships with community-based partners such as NOVA and Center for Employment and Training, the Employment Development Department, and the Workforce Investment Board**

- i. **Resources Needed:** The consortium has identified meeting time and related expenses as the most intensive resources needed to establish and strengthen partnerships workforce development partners. Limited resources will be needed in order to establish interagency joint initiatives or to publish communication materials regarding partnership activities and opportunities.
- ii. **Methods of Assessment:** Consortium members will track the number of joint meetings per month and/or per fiscal quarter and the total number of attendees by organization to assess their success in creating stronger partnerships with workforce development partners.

Strategy 2.7: **Attract additional funding to create more incentives for employers to hire students.**

- i. **Resources Needed:** Staff time from job development personnel will be used to identify additional funding to create stronger incentives for employers to hire students completing educational and career pathways in Consortium programs. State funding to enhance incentives available can also be leveraged by other sources to further enhance

incentives for employers to create more jobs for students completing career and educational pathways.

- ii. **Methods of Assessment:** Strategy 2.7 will be tracked by having identified additional funding sources to enhance employer incentives. Partnerships with foundations will also be a crucial signifier to this strategy's success. Agreements or MOUs with employers to participate in incentive programs solidifies successful implementation of Strategy 2.7.

Service Gap 3: Single point of entry, assessment, and resources for students.

Discussion of the Unmet Need: The Foothill-De Anza region is made up of two Community Colleges (Foothill and De Anza) and three Adult Schools (Fremont Union, Mountain View Los Altos, and Palo Alto). Together, these five institutions plus their partners served 15,496 adult learners in FY 2013-14 among five Adult Education Program areas. With such a high number of students, spread across five distinct institutions, Consortium members noted the difficulty in understanding how or when students enroll in school, what courses and assessments they have taken, and how that fits into programs offered at their current school.

Strategies to Address the Service Gap: In order to address this service gap, Consortium members brainstormed three strategies that will provide students with a single point of entry, assessment, and resources for students. By establishing MOUs between Adult Schools and vocational/educational programs and partners, establishing a consistent system-wide assessment, and establishing a shared data system, the Consortium aims to improve collaborative efforts across all partners and improve the transition process for students. The three strategies that the Consortium identified are:

Strategy 3.1: Establish MOUs between Adult Schools and vocational/ educational programs and partners to facilitate the student transition process.

- i. **Resources Needed:** In order to carryout Strategy 3.1, Consortium members identified the need for transition personnel. This position would be responsible for executing the agreements/MOUs between partners, monitoring shared data, and ensuring accountability between parties.
- ii. **Methods of Assessment:** Strategy 3.1 hinges on the successful hiring of transitional personnel and establishing agreements/MOUs between parties. Success of this strategy will be measured through on-going student feedback and by tracking the number of successful transition outcomes.

Strategy 3.2: Establish consistent system-wide assessment to systematize data collection processes and better align programs with industry needs.

- i. **Resources Needed:** This strategy requires additional support from the California Department of Education Workgroup. Through a collaborative effort, the Consortium will identify an existing or new assessment that can be implemented system-wide.
- ii. **Methods of Assessment:** At this time, the method for measuring success has not yet been determined.

Strategy 3.3: Establish shared data system in an effort to track student success and make better data-informed decisions regarding program effectiveness.

- i. **Resources Needed:** Strategy 3.3 requires additional support from the California Department of Education Workgroup. Through a collaborative effort, the Consortium will identify the necessary components of a shared data system, how the system would be accessed, and how information would be stored.
- ii. **Methods of Assessment:** At this time, the method for measuring success has not yet been determined.

Service Gap 4: Enhanced student engagement and retention strategies to increase program completion rates

Discussion of the Unmet Need: Consortium members noted that although Courses and Classes for immigrants experience high enrollment rates, they have a difficult time retaining students in these classes through course completion. Adult learners attending these courses often report unstable home lives or finances and inconsistent work schedules that act as barriers to successfully completing either basic Citizenship classes or courses that focus on Elementary and Basic Skills for ESL students.

Strategies to Address the Service Gap: In order to address this service gap, Consortium members brainstormed two strategies that will provide students with improved engagement and program retention. By identifying best practices for engaging students and improving rates of retention and assisting students to overcome any barriers that may prevent student engagement, the Consortium aims to increase program completion rates. The two strategies that the Consortium identified are:

Strategy 4.1: Identify best practices in student engagement and retention.

- i. **Resources Needed:** In order to carryout Strategy 4.1, Consortium members identified the need for developing materials, including best practices research and the identification of appropriate methods of disseminating the information.
- ii. **Methods of Assessment:** Strategy 4.1 hinges on the successful identification of best practices in student retention and engagement. Once these have been identified and implemented, ongoing evaluation of each approach will assist in determining the

effectiveness of best practices. Building upon the shared data system established as part of Strategy 3.3, a best practices database will assist in sharing related information.

Strategy 4.2: Support transition staff to assist students in overcoming barriers to engagement and facilitate program completion.

- i. **Resources Needed:** In order to carryout Strategy 4.2, Consortium members identified the need for transition personnel. This position could be fulfilled by the personnel described in Strategy 1.2, and would be responsible for providing students with transition-related support. Successful implementation of this strategy would also require collaboration with the Student Transition Workgroup.
- ii. **Methods of Assessment:** By establishing Student Transition Plans, the Consortium will be able to more easily track the number of students retained in programs, the number of ADA students, and the overall enrollment numbers.

Service Gap 5: Enhanced courses in soft skills that emphasize critical thinking, communication, team building, collaboration and problem-solving.

Discussion of the Unmet Need: In the Foothill-De Anza region, 23,846 students left high school before receiving their high school diploma or a high school equivalency certificate, and 66,383 students are considered literacy deficient. During FY 2013-14, a total of 6,272 students were enrolled in elementary or basic skills education programs, representing those individuals without a high school diploma, adult learners considered literacy deficient, or both. Of those without a diploma or certificate, 26% were enrolled in an Elementary and Basic Skills Education Program during FY 2013-14, whereas 9% of adult learners considered literacy deficient were enrolled in an Elementary and Basic Education Program in FY 2013-14. This demonstrates a great need for ensuring the student population is equipped with the necessary soft skills to successfully enter the workforce or engage in further education.

Strategies to Address the Service Gap: In order to address this service gap, Consortium members brainstormed three strategies that will provide students with opportunities to learn and apply soft skills applicable and critical to future education or employment. By working with industry partners to identify the most relevant soft skills and incorporating opportunities for skill attainment through already existing courses, the Consortium aims to provide students with a holistic education that emphasizes the acquisition of soft skills. The three strategies that the Consortium identified are:

Strategy 5.1: Collaborate with industry partners to identify and demonstrate desirable soft skills.

- i. **Resources Needed:** In order to carry out Strategy 5.1, the Consortium identified funding for additional courses, trainings costs, materials development, and new teaching positions as the most intensive resources needed to execute this strategy.

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- ii. **Methods of Assessment:** Consortium members will assess the level of satisfaction among students, employers, and faculty following program implementation. In addition, the Consortium will track the number of successful job placements and retention.

Strategy 5.2: Collaborate with industry partners to teach soft skills on the job as part of internship programs.

- i. **Resources Needed:** Much like the previous strategy, the Consortium identified funding for additional courses, trainings costs, materials development, and new teaching positions as the most intensive resources needed to execute Strategy 5.2.
- ii. **Methods of Assessment:** Consortium members will assess the level of satisfaction among students, employers, and faculty following program implementation. In addition, the Consortium will track the number of successful job placements and retention.

Strategy 5.3: Incorporate soft skills training into existing curricula.

- i. **Resources Needed:** To implement Strategy 5.3, the Consortium identified materials development as the primary resource needed for implementation.
- ii. **Methods of Assessment:** Consortium members will establish and develop curricula that incorporates soft skills training. To assess level of success, the Consortium will gather feedback from students and measure outcomes related to curricula use. The Consortium will also implement an industry standard for assessing student attainment of soft skills.

Table 4.1: Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Consistent, coordinated supports for students across educational and career pathways	<p>1. Establish collaborative consortium leadership workgroup to organize the resources and coordinate plan development in response to AB 86</p> <p>2. Hire dedicated personnel to provide individualized case management to adult learners.</p> <p>3. Create a Student Transition Team workgroup to coordinate student transitions in between Adult Schools, Colleges, and Employers.</p> <p>4. Strengthen partnerships with community-based organizations, Santa Clara County social and behavioral health agencies, ALLIES, regional Day Worker Centers, CalWORKS, West Valley Community Services, Immigrant</p>	<ul style="list-style-type: none"> Existing personnel <ul style="list-style-type: none"> Additional FTEs for existing and/or new personnel Partnerships with other consortium members <ul style="list-style-type: none"> Meeting time and expenses Sub-costs for faculty Materials development Interagency MOUs or agreements <ul style="list-style-type: none"> Meeting time and expenses Sub-costs for faculty Materials development 	In-kind costs \$30,000 - \$50,000 per Adult School per year \$1,000 - \$5,000 per year \$1,000-\$5,000 per year	De Anza College Foothill College Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD De Anza College Foothill College Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD De Anza College Foothill College	<ul style="list-style-type: none"> # of meetings per month or quarter # of regional consortium members represented <ul style="list-style-type: none"> Personnel hired # of successful transitions to community college from adult school <ul style="list-style-type: none"> # of meetings per month or per FY quarter # of regional consortium members represented <ul style="list-style-type: none"> # of meetings and meeting attendees 	Ongoing (began February 2014) Complete by June 30, 2015 Complete by June 30, 2015 Ongoing (start by September 2014)

Table 4.1: Implementation Strategies to Address Identified Gaps

	resettlement agencies, and Goodwill of Silicon Valley, College Chancellor's Office	<ul style="list-style-type: none"> • Interagency MOUs or agreements 				
Integration with industry leaders and partners to better meet program and student instructional needs.	<p>1. Formation of Technical Advisory Committees (TACS) to lead development of curricula within each industry specific career pathway.</p>	<ul style="list-style-type: none"> • Meeting time and expenses • Meeting venues • Materials development • Information dissemination costs 	\$1,000-\$5,000 per year	De Anza College Foothill College Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD	<ul style="list-style-type: none"> • Establishment of the TAC • Method established to incorporate TAC feedback and input into curricula development 	Complete by June 30, 2016
	2. TACS meet monthly to assess and plan regional programs.	<ul style="list-style-type: none"> • Meeting time and expenses • Meeting venues • Materials development • Information dissemination costs 	\$1,000-\$5,000 per year	De Anza College Foothill College Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD	<ul style="list-style-type: none"> • # of meetings and meeting attendees • Method established to incorporate student/faculty feedback and input into ongoing curricula development 	Complete by June 30, 2016
	3. Hire job developer personnel to establish and formalize relationships with local employers and business leaders, and to expand internship, externship, and job opportunities for students.	<ul style="list-style-type: none"> • Additional FTEs for existing and/or new personnel • Partnerships with industry leaders and employers 	\$30,000 - \$50,000 per Adult School per year	Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD	<ul style="list-style-type: none"> • Personnel hired • # of agreements/MOUs established 	Complete by June 30, 2016

Table 4.1: Implementation Strategies to Address Identified Gaps

	4. Meet semi-annually with industry partners, business leaders, and employers to monitor program success.	<ul style="list-style-type: none"> • Meeting time and expenses • Meeting venues • Materials development • Information dissemination costs 	\$1,000-\$5,000 per year	De Anza College Foothill College Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD	<ul style="list-style-type: none"> • # of meetings and meeting attendees 	Complete by June 30, 2016
	5. Align Vocational English as a Second Language (ESL) course curriculum to industry specific pathway.	<ul style="list-style-type: none"> • Meeting time and expenses • Meeting venues • Curriculum development costs 	\$1,000-\$5,000 per year	De Anza College Foothill College Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD	<ul style="list-style-type: none"> • Curriculum pathway established 	Complete by June 30, 2015
	6. Strengthen partnerships with community-based partners such as NOVA and Center for Employment and Training, the Employment Development Department, and the Workforce Investment Board	<ul style="list-style-type: none"> • Meeting time and expenses • Meeting materials development • Information dissemination 	\$1,000-\$5,000 per year	De Anza College Foothill College Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD	<ul style="list-style-type: none"> • # of joint meetings and meeting attendees • # of joint activities and workshops held collectively 	Complete by June 30, 2016
	7. Attract additional funding to create more incentives for employers to hire students.	<ul style="list-style-type: none"> • Job developer personnel • Additional state funding 	Personnel costs related to job developer	De Anza College Foothill College Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD	<ul style="list-style-type: none"> • Explore additional possibilities an funding sources • Partnerships established with foundations • Agreements/MOUs with employers and funders 	Ongoing (start September 2014)

Table 4.1: Implementation Strategies to Address Identified Gaps

Single point of entry, assessment, and resources for students.	1. Establish MOUs between Adult Schools and vocational/educational programs and partners to facilitate student transition process.	<ul style="list-style-type: none"> Transition personnel Agreements/MOUs with partners 	Personnel costs related to Transition personnel	De Anza College Foothill College Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD	<ul style="list-style-type: none"> Personnel hired Established MOUs/agreements Student feedback # of successful transition outcomes 	Complete by June 30, 2015
	2. Establish consistent system-wide assessment to systematize data collection processes and better align programs with industry needs.	<ul style="list-style-type: none"> Additional support from CA State CDE Workgroup 	TBD	North Santa Clara County Student Transition Consortium Coordination from CA State and CDE Workgroup	<ul style="list-style-type: none"> Assessment tool established Data collection process established Industry needs assessed Programs adjusted to align with industry needs 	TBD
	3. Establish shared data system in an effort to track student success and make better data-informed decisions regarding program effectiveness.	<ul style="list-style-type: none"> Additional support from CA State CDE Workgroup 	TBD	North Santa Clara County Student Transition Consortium Coordination from CA State and CDE Workgroup	<ul style="list-style-type: none"> Data system established Data collection process established Ongoing evaluation of student outcomes 	TBD
Enhanced student engagement and retention strategies to increase program completion rates.	1. Identify best practices in student engagement and retention.	<ul style="list-style-type: none"> Materials development Information dissemination costs 	\$1,000 - \$5,000 per year	De Anza College Foothill College Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD	<ul style="list-style-type: none"> Best practices identified Best practices implemented Ongoing evaluation of effectiveness of best practices Best practices database established for shared information 	Complete by June 30, 2015

Table 4.1: Implementation Strategies to Address Identified Gaps

	<p>2. Support transition staff to assist students in overcoming barriers to engagement and facilitate program completion.</p>	<ul style="list-style-type: none"> • Student Transition Workgroup • Transition personnel referenced in Strategy 1.2 	<p>Associated personnel costs</p>	<p>De Anza College Foothill College Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD</p>	<ul style="list-style-type: none"> • Establishing Student Transition Plans • # of students retained in programs through program complete • # ADA • # enrollment 	Complete by June 30, 2016
Enhanced courses in soft skills that emphasize critical thinking, communication, team building, collaboration, and problem-solving.	<p>1. Collaborate with industry partners to identify and demonstrate desirable soft skills.</p>	<ul style="list-style-type: none"> • Funding for additional courses • Training costs • Materials development • New teaching positions 	<p>\$100k personnel costs per school</p> <p>State funding to support facilities expansion</p>	<p>De Anza College Foothill College Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD</p>	<ul style="list-style-type: none"> • Levels of student, employer, and faculty satisfaction • Teachers/personnel hired • # successful job placement and retention 	Complete by June 30, 2016
	<p>2. Collaborate with industry partners to teach soft skills on the job as part of internship programs.</p>	<ul style="list-style-type: none"> • Funding for additional courses • Training costs • Materials development • New teaching positions 	<p>\$100k personnel costs per school</p> <p>State funding to support facilities expansion</p>	<p>Fremont Union HSD Mountain View Los Altos HSD Palo Alto USD</p>	<ul style="list-style-type: none"> • Levels of student, employer, and faculty satisfaction • Teachers/personnel hired • # successful job placement and retention 	Ongoing (began February 2014)
	<p>3. Incorporate soft skills training into existing curricula.</p>	<ul style="list-style-type: none"> • Materials development 	<p>\$1,000 - \$5,000 per year</p>	<p>De Anza College Foothill College</p>	<ul style="list-style-type: none"> • Curricula established • Curricula implemented • Student feedback/outcomes related to curricula use considered • Adopt an industry standard method for assessing student attainment of soft skills. 	Complete by June 30, 2016

Regional Comprehensive Plan Objective 5

Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals.

The Consortium has identified a number of strategies that will reduce the time it takes for adult learners to progress through basic skills and enter career or academic pathways. The strategies identified by the Consortium are a combination of strategies currently employed within the Consortium or identified “best practices” already in place within and among other California Adult Education and Community College programs. The identified strategies will be used within basic skills, career programs, and joint programming strategies Consortium-wide. The strategies correspond to four primary categories including:

1. Student Support
2. Curriculum Integration
3. Concurrent Enrollment
4. Alignment and Articulation

Within this objective, we will describe the strategies identified to facilitate students’ accelerated progress toward postsecondary education and career goals, including, where appropriate, a description of the identified “best practice” approach that corresponds to the strategy. We will describe the specific program areas targeted within each strategy, the essential tasks, activities, and resources required to implement each strategy, and how implementation will be tracked and measured. A more detailed work plan to describe the implementation of accelerated learning strategies is included in Table 5.1: Work plan for implementing approaches proven to accelerate a student’s progress toward his or her academic or career goals.

1. Student Support Strategies

Consortium members recognize that students face many barriers to successful program completion, which may prevent them from transitioning into further education and/or career pathways. Consortium members identified three strategies directly related to increasing student support services to address barriers to retention, completion, and transition. The strategies include 1) standardizing goal setting and student progress tracking procedures, 2) expanding an existing support model to Adult Education students, and 3) facilitating Adult Education students’ understanding of Community College admissions and assessment processes.

Strategy 1.1: Standardized goal setting at induction aligned with Community College programs and/or career pathway programs; establish a mechanism for student goal tracking across Consortium members.

- i. **Program Areas:** All program areas.
- ii. **Description:** Evidence suggests that goal setting has a positive impact on adult student persistence and completion. The Consortium plans to implement a standardized goal setting process at student induction that is aligned with Community College and/or career pathway programs. Establishing student goals at induction will clarify program requirements for students, solidify education and/or career aims, and allow counselors, teachers, and other staff to track student progress towards those goals. The establishment of a mechanism for student goal tracking across Consortium members will be essential to the successful implementation of this strategy.
- iii. **Tasks/Activities Required:** Consortium members identified a number of tasks needed to implement this approach, including establishing regular meetings between Adult School and Community College staff and industry representatives to develop a standard induction and goal setting process aligned to Community College curriculum and career pathways, the development of standardize tracking tool or data collection methods, and the addition of Adult Schools to the Community College common app drop down menu.
- iv. **Resources Needed:** Implementation of this approach relies on counselor, teacher, and other staff participation in meetings to determine goal setting process, professional development and training around new process, and time to perform goal setting at induction. The strategy also requires time for a data developer to make necessary changes to the Community College common app.
- v. **Methods of Assessment:** The Consortium will track implementation of this strategy using meeting minutes and the establishment of new protocols. Student outcomes will be tracked using student self-assessment surveys, student level data collected through the tracking process, and post-transition follow-up.

Strategy 1.2: Student Support Services using Extended Opportunity Programs and Services (EOPS) model and Sequoia/Canada Community College Model.

- i. **Program Area:** All program areas.
- ii. **Description:** The Consortium recognizes that many students require additional support to successfully complete program requirements in a timely fashion and progress toward academic and career goals. This strategy explores two models of student support services, the EOPS model

and the Sequoia/Canada Community College model. The EOPS model provides enrollment assistance, educational planning, tutoring/educational services, and limited financial assistance when available to students with demonstrated academic, financial, or other needs. Evidence shows that embedding core student services such as tutoring, advising, and career guidance can positively impact student outcomes.

- iii. **Tasks/Activities Required:** Consortium members identified a number of tasks needed to implement this approach including meeting with EOPS and Sequoia/Canada staff to understand the support methods and identify best practices, the development of a support model for use at Adult Schools and aligned with Community College programming, engagement of county service partners (SSA, CBOs), development of eligibility criteria for students, and regular meetings to ensure standard system-wide practices.
- iv. **Resources Needed:** Resources needed to implement this approach include capacity to hire student support staff at Adult School campuses and funding to provide financial aid and support to students. Consortium members will also identify staff from Adult Education programs to conduct initial meeting with EOPS staff at Sequoia/Canada Community College.
- v. **Methods of Assessment:** The Consortium will track implementation of this strategy using meeting minutes, student level data collected from periodic progress tracking, tracking students connected to services, and student assessments of the program.

Strategy 1.3: Facilitate student understanding of requirements for Community College programs and employment opportunities.

- i. **Program Area:** All program areas
- ii. **Description:** To facilitate enrollment in and completion of required courses and to aid accelerated transition to education or career pathways, the Consortium has identified the need for Transition Counselors at each Adult School site, as well as a Consortium-wide Transition Facilitator/Organizer who will organize and provide Community College orientation classes at Adult School campuses, regular tours and information sessions at Community Colleges, regular industry presentations and workshops to familiarize students with career pathways, and the consolidation of information on programs across Consortium members into a central website with links to social, academic, and employment resources.
- iii. **Tasks/Activities Required:** Implementation of Strategy 1.3 requires establishing recurring meetings/information sharing between Adult School and Community College staff and industry representatives, regular orientation presentations at Adult School campuses, development of a standardized tracking tool/data collection method, periodic tracking of student progress, and

evaluation of student outcomes. Additionally, the strategy requires the research and development of a website applicable to the Consortium.

- iv. **Resources Needed:** The Consortium identified the need for funding to support transition and career counseling staff at each Adult School and Community College, a Consortium-wide Transition Facilitator/Organizer, and a Web Developer.
- v. **Methods of Assessment:** Improvement metrics will be identified and collected by periodic student self-reports of understanding and student level data collected from periodic progress tracking. Additionally the Consortium will track the number of students successfully transitioning to Community College or career/employment pathways and will conduct periodic post-transition follow-up.

2. Integrated and Contextualized Curriculum Strategies

Drawing on best practices already in place within and among California Adult Education and Community College programs, Consortium members identified three strategies to integrate new instructional strategies and contextualize basic and workforce skills into Adult Education programs.

Strategy 2.1: Incorporate asynchronous learning strategies into ESL, ABE, and ASE by integrating hybrid online/in-person classroom platforms.

- i. **Program Areas:** Elementary & Basic Skills, CTE, Classes and Course for Immigrants, Adults with Disabilities
- ii. **Description:** Consortium members identified the best practice strategy of incorporating technology-enabled learning opportunities into basic skills, secondary education, ESL, and CTE courses. Asynchronous learning, or the strategy of combining online and in-person classroom platforms, gives students the freedom to access instruction and course materials at any time and location. This allows for greater accessibility for diverse student populations whose individual learning styles may not be best served in a traditional classroom setting. Consortium members will investigate how to integrate asynchronous learning into existing program.
- iii. **Tasks/Activities Required:** To incorporate asynchronous learning strategies into Adult Education programming, professional development around technology-enabled learning is the necessary first step for faculty and staff. This strategy also requires Adult School staff participation in program-specific taskforces to establish curriculum plans for asynchronous learning and to identify an appropriate web-based learning platform and online learning tool for ESL for blended learning.

- iv. **Resources Needed:** Implementation of Strategy 2.1 requires additional funding for professional development participation, capacity for dedicated Adult School staff taskforce participation, funding, and technical assistance to initiate implementation of a web-based learning platform and online learning tool such as AZTEC or GED Academy.
- v. **Methods of Assessment:** Improvement metrics will be collected through tracking the implementation of asynchronous course offerings, the number of students enrolled in asynchronous learning courses, and student performance outcomes compared to students enrolled in traditional courses.

Strategy 2.2: Integrate contextualized basic skills and ESL with CTE.

- i. **Program Areas:** Elementary & Basic Skills, Short-term Career Technical Education, Classes and Course for Immigrants
- ii. **Description:** The Consortium identified best practices that contextualize the development of basic skills and language instruction with workforce training. Contextualized basic skills education models, such as the IBEST, integrate the teaching of basic skills and technical content in order to accelerate the basic skills with which students transition into future educational and career pathways. Strategy 2.2 utilizes program specific taskforces to investigate the system-wide implementation of contextualized basic skills training.
- iii. **Tasks/Activities Required:** Development and implementation of an integrated basic skills model requires the formation of program-specific taskforces and regular meetings to establish curriculum plans for basic skills and CTE instruction, investigation of opportunities for co-teaching CTE and ABE/ESL courses, and the development or identification of instructional materials that integrate and contextualize basic skills into CTE lessons.
- iv. **Resources Needed:** In order to carry out Strategy 2.2, the Consortium identified the need for dedicated faculty and staff time for taskforce participation.
- v. **Methods of Assessment:** The Consortium will track Adult School faculty taskforce participation and progress of curriculum development. As integrated courses are offered, the Consortium will document the number of courses providing contextualized basic skills, the number of students enrolled in contextualized basic skills courses, and student performance outcomes.

Strategy 2.3: Integrate and contextualize workforce skills into everyday lessons for ABE, ASE, and ESL students

- i. **Program Areas:** Program Areas: Elementary & Basic Skills, Adults with Disabilities, Classes and Course for Immigrants

- ii. **Description:** The Consortium identified best practices that contextualize the development of workforce and job readiness skills into adult basic and secondary education and ESL curricula. Much like the previous strategy, Strategy 2.3 utilizes program specific taskforces to investigate the system-wide implementation of contextualized workforce skills training.
- iii. **Tasks/Activities Required:** Development and implementation of an integrated workforce skills model requires the formation of program-specific taskforces and regular meetings to establish curriculum plans for workforce skills and adult basic, secondary, and ESL courses and the development or identification of instructional materials that integrate and contextualize workforce skills into everyday lessons.
- iv. **Resources Needed:** In order to carry out Strategy 2.3, the Consortium identified the need for dedicated faculty and staff time for taskforce participation.
- v. **Methods of Assessment:** The Consortium will track Adult School faculty taskforce participation and progress of curriculum development. As integrated courses are offered, the Consortium will document the number of courses providing contextualized basic skills, the number of students enrolled in contextualized basic skills courses, and student performance outcomes.

3. Concurrent Enrollment Strategies

The Consortium brainstormed strategies that would allow Adult Education students to concurrently enroll in programs. Concurrent enrollment may significantly reduce the amount of time it takes a student to accumulate the credits necessary for advancement. Strategies identified by the Consortium include customized learning opportunities for ESL students with CTE competencies, concurrent GED and subject specific enrollment, and a concurrent Adult School/Community College pilot program for High School diploma students.

Strategy 3.1: Customized learning opportunities for ESL students with demonstrated CTE competencies.

- i. **Program Areas:** Short-Term Career and Technical Education, Classes and Courses for Immigrants
- ii. **Description:** Competency-based learning, or individualized instruction based on a student's competencies, is a recognized best practice proven to accelerate student progress toward career goals. The Consortium identified the opportunity to provide competency-based learning opportunities through concurrent enrollment in language and CTE courses for ESL students with a high level of career training and basic skills proficiency. Providing opportunities for ESL students to combine ESL instruction with CTE programming has been shown to accelerate language comprehension and level advancement.

- iii. **Tasks/Activities Required:** Consortium members identified a number of tasks and activities required to implement this approach including regular CTE and ESL program meetings, the creation of a standardized competency assessment, and the creation of a joint CTE/ESL education plan process.
- iv. **Resources Needed:** Implementation of this strategy relies on the capacity to provide dedicated staff and faculty time for taskforce participation and the increased capacity of counselors to perform assessments and create and track education plans.
- v. **Methods of Assessment:** Successful implementation of this strategy will be measured by the number of ESL students assessed for CTE competency, the number of students with an individualized ESL/CTE plan, and student performance outcomes.

Strategy 3.2: GED Academy: Concurrent GED/subject specific course enrollment.

- i. **Program Areas:** Elementary & Basic Skills
- ii. **Description:** Consortium members identified a current acceleration strategy employed by some Adult Education programs. In this strategy, the GED Academy offers students concurrent enrollment in GED and subject specific courses.
- iii. **Tasks/Activities Required:** Implementation of this strategy depends on the ability of Adult Schools to establish standardized GED Academy program across all AE sites.
- iv. **Resources Needed:** To implement Strategy 3.1, the Consortium identified the need for dedicated Adult Education faculty and staff for taskforce participation and curriculum development.
- v. **Methods of Assessment:** Successful implementation of this strategy will be measured by the number of Adult School sites offering GED Academy, the number of students enrolled, and student GED and course performance.

Strategy 3.3: Concurrent enrollment for High School diploma students at Adult Schools and Community Colleges (with a fee waiver) to accelerate credit accumulation.

- i. **Program Areas:** Elementary & Basic Skills
- ii. **Description:** Strategy 3.2 calls for the implementation of a pilot program that provides concurrent Adult Education program and Community College enrollment opportunities, with a fee waiver, for high school diploma students enrolled in Adult Education credit classes. The initial pilot group will include 20 students from each Adult School for three quarters of enrollment at Community College in one class per quarter.

- iii. **Tasks/Activities Required:** Implementation of this strategy depends on adoption of a fee waiver agreement by Community Colleges for concurrently enrolled students.
- iv. **Resources Needed:** Consortium members identified the need for funding to support the fee waiver for the initial pilot group of students.
- v. **Methods of Assessment:** The Consortium will identify and document improvement metrics by tracking the number of students needing extra credits towards high school diploma, and the number of students attaining high school diploma earlier.

4. Alignment and Articulation Strategies

Consortium members identified a number of strategies to accelerate student progress through the alignment of Adult Education curricula to Community College assessments and placement tests. The Consortium identified a number of alignment and articulation strategies that will reduce barriers to transfer/transition and accelerate progress including using Adult Education placement tests to place ESL students into Community College courses, aligning Adult Math, English, and other curricula to Community College placement tests, and forming articulation agreements between Adult Schools and Community Colleges for specific CTE pathways.

Strategy 4.1: Use Adult Education ESL placement tests to place students at Community College ESL classes

- i. **Program Areas:** Elementary & Basic Skills
- ii. **Description:** Strategy 4.1 uses Adult Education ESL CASAS placement tests to place students at Community College ESL classes.
- iii. **Tasks/Activities Required:** As CASAS placements tests are currently offered at Adult Schools, this strategy requires the formulation of agreements with Community Colleges to utilize Adult Education assessments for Community College placement.
- iv. **Resources Needed:** Consortium members identified the need for dedicated counselor time to initiate the program throughout Adult School and Community College sites and monitor the progress of the pilot population.
- v. **Methods of Assessment:** The Consortium will identify and document improvement metrics by monitoring pilot group progress through the year to track succession through the sequence of ESL classes at Community Colleges.

Strategy 4.2: Increase Adult Education faculty and staff understanding of Community College placement and sequencing processes to facilitate curriculum alignment.

- i. **Program Areas:** Elementary & Basic Skills, Short-Term Career and Technical Education, Classes and Courses for Immigrants
- ii. **Description:** Strategy 4.2 increases Adult Education faculty understanding of Community College placement test expectations to inform the redevelopment of curriculum to align with Community College standards by increasing familiarity with the ACCUPLACER system and using placement and sequence data.
- iii. **Tasks/Activities Required:** This strategy requires that Adult Education faculty complete Math and English placement tests administered through ACCUPLACER to assess curriculum needs. In addition, faculty will use Community College placement and sequence data to create aligned and articulated curricula.
- iv. **Resources Needed:** Successful implementation of this strategy relies on the dedication of Adult Education Math and English faculty time to engage in test taking and curriculum redevelopment, alignment, and revision.
- v. **Methods of Assessment:** The Consortium will measure implementation of this strategy by tracking the number of Adult Education students placing into credit classes at Community Colleges and the number of students who begin Community College programs at entry level.

Strategy 4.3: Accelerate progress on established CTE tracks from Adult Schools to Community Colleges.

- i. **Program Areas:** Short-Term Career and Technical Education
- ii. **Description:** Strategy 4.3 establishes accelerated CTE pathways between Adult Education and Community College programs.
- iii. **Tasks/Activities Required:** To implement this strategy, Consortium members will engage in developing and implementing articulation agreements for CTE programs across all Adult Education sites and Consortia Community College entities.
- iv. **Resources Needed:** Consortium members identified the need for CTE program leads at each Adult Education site. Program leads will work with Community College CTE departments to establish agreements and assess and evaluate curriculum as needed.



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- v. **Methods of Assessment:** The Consortium will measure program implementation and outcome success by tracking students from Adult Education to Community College to assess time spent on each CTE track.

Table 5.1: Work plan for implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Standardized goal setting at induction and align process with Community College programs and/or career pathway programs Establish a mechanism for student goal tracking across Consortium members	Meetings with AE, CC staff and industry representatives to develop standard induction/goal setting process aligned to CC curriculum and career pathways Implementation of induction/goal setting process Development of standardize tracking tool/data collection methods Add all Adult Schools to CC common app drop down menu	Counselors, teachers, and other staff time to perform goal setting at induction and track progress 150 hours of Professional Development for AE staff around new process Data tracking software development CCC - data developer-time to add additional fields to common app	\$5,000 \$7,500 \$150,000 \$2,500	9 Adult School Program Leads/2 CC reps 36 Adult School staff Admin/Data reps/Consultant Admin/Data reps/CCC vendor	Meeting minutes Evaluation of the induction process Student level data collected from periodic progress tracking Student self-assessments Post-transition follow-up Functional Common Application with a drop-down menu of All AE's in California	Initial process sharing begins in 2015
Student Support Services ❖ Extended Opportunity Programs and Services (EOPS) model ❖ Sequoia/Canada CC model	Meetings with EOPS staff to understand method and identify best practices. Develop EOPS model for use at AE, aligned with CC programming Engage county service partners (SSA, CBOs) Development of eligibility criteria for students. Regular meetings to ensure standard practices	Student support staff at AE campuses Capacity to provide financial aid/support to students Identified staff fro AE schools to meet Sequoia/Canada staff – ESL program	\$10,000 \$5,000	Admin/Program Leads /Counselors Admin/ESL Program Leads /Transitions	Meeting minutes Student level data collected from periodic progress tracking Tracking students connected to services Student assessments of program	Initial meeting by Spring 2015

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Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
<p>Facilitate student understanding of requirements for CC programs and employment opportunities to facilitate enrollment in and completion of required courses and aid transition. Add:</p> <ul style="list-style-type: none"> ❖ CC orientation classes at AE campuses ❖ Tours/info sessions at CC ❖ Industry presentations/ workshops ❖ One-stop website with aggregated program information 	<p>Recurring meetings/information sharing between AE and College staff and industry representatives</p> <p>Schedule regular orientation presentations at AE Campuses</p> <p>Development of standardize tracking tool/data collection method</p> <p>Periodic tracking of student progress</p> <p>Evaluation of student outcomes</p> <p>Research and Develop website applicable to Consortium</p>	<p>Transition and career counseling staff at each AE and COLLEGE</p> <p>Staff at each AE: 1 college counselor; 1 Career/job advisor; 1 liaison at CC</p> <p>Consortium-wide transition facilitator/organizer</p> <p>Web Developer</p>	<p>\$370,000</p> <p>\$1,250,000</p> <p>\$150,000</p> <p>\$150,000</p>	<p>1 FTE for Transition Counseling at each site</p> <p>Admin, counseling, and career resource staff</p> <p>1 FTE in the Consortia to act as the Transition Organizer</p>	<p>Self-report of student's understanding</p> <p>Student level data collected from periodic progress tracking</p> <p>Number of students successfully transition to CC or career/employment</p> <p>Post-transition follow-up</p>	<p>Initial meetings in Spring 2015</p>
<p>Incorporate asynchronous learning strategies into ESL, ABE, ASE by integrating hybrid online/in-person classroom platforms</p>	<p>Participation in professional development around technology-enabled learning</p> <p>Program-specific taskforces meet regularly to establish curriculum plans for asynchronous learning</p> <p>Identify web-based platform</p>	<p>Funding for professional development</p> <p>Dedicated AE faculty and staff for taskforce participation/curriculum development</p> <p>Funding and technical assistance to initiate web-based platform</p>	<p>\$50,000</p> <p>\$50,000</p>	<p>Members of AB 86 work groups</p>	<p>Process evaluation, number asynchronous courses successfully implemented</p> <p>Number of students enrolled in asynchronous learning courses</p> <p>Student performance outcomes</p>	<p>Begin planning Summer 2015</p>

Table 5.1: Work plan for implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
		Learning tool software for (AZTEC or GED Academy)	\$60,000			
Customized learning opportunities for ESL students with demonstrated CTE competencies	CTE and ESL program meetings Create standardized competency assessment Create CTE/ESL enrollment process	Dedicated AE faculty and staff for taskforce participation/curriculum development Counselors to perform assessments, create individual education plan	\$75,000	ESL/CTE teachers at each AE site	Number of ESL students assessed for CTE competency Number of students with ESL/CTE plan Student performance outcomes	Continued discussion with workgroup through 3/14 to establish timeline
Integration of contextualized basic skills and ESL with CTE	Program-specific taskforces meet regularly to establish curriculum plans for basic skills and CTE instruction Investigate opportunities for co-teaching CTE and ABE/ESL Develop and/or identify instructional materials that integrate and contextualize basic skills into CTE lessons	Dedicated AE faculty and staff for taskforce participation/curriculum development	\$75,000	ESL/CTE teachers at each AE site	Process evaluation, track AE faculty taskforce participation and curriculum development Number of courses providing contextualized basic skills Number of students enrolled in contextualized basic skills courses Student performance outcomes: number of students advancing to ASE	Continued discussion with workgroup through 3/14 to establish timeline
Integrate and contextualize workforce skills into everyday lessons for ABE, ASE, and ESL students	Program-specific taskforces meet regularly to establish curriculum plans for contextualized workforce skills integration	Dedicated AE faculty and staff for taskforce participation/curriculum development	\$20,000 per AE site	ESL/ABE/ASE staff	Process evaluation, track AE faculty taskforce participation and curriculum development	Begin Summer 2015

Table 5.1: Work plan for implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
	Develop and/or identify Instructional materials that integrate and contextualize workforce skills into everyday lessons				Number of courses providing contextualized basic skills Number of students enrolled in contextualized basic skills courses Student performance outcomes: number of students successfully transition to workforce	
GED Academy: Concurrent GED/subject specific course enrollment	Currently occurs at some AE sites, establish standardized programs across all AE sites	Dedicated AE faculty and staff for taskforce participation/ curriculum development	Cost of GED Academy \$15,000 Staff \$40,000	Coordinator of GED programs at each AE school	Number of AE sites offering GED Academy Number of students enrolled	Ongoing
Concurrent enrollment for HS diploma students at AE and CC (with a fee waiver) to accelerate credit accumulation	Adoption of a fee waiver at CC for High school diploma students concurrently enrolled in AE HS credit classes	Funding for pilot group 20 students from each AE school for 3 qtrs of enrollment at CC in one class per qtr. Re-evaluate after one year to assess scope	\$36,000+/yr ongoing cost	AE and CC registrar?	Student GED/Course performance Number of students needing extra credits towards HS diploma and Students attaining HS diploma earlier	Fall 2015
Use AE ESL placement tests to place students at CC ESL classes	Have a pilot program of AE ESL students take placement tests currently offered at AE school and place directly into CC ESL classes	Dedicated counselor time to start the program at AE and CC sites and monitor progress of pilot population	\$10,000	AE and CC counseling staff	Monitor pilot group progress through the year to track succession through the sequence of ESL classes at CC	Fall 2015

Table 5.1: Work plan for implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
<p>Increase AE faculty and staff understanding of CC placement and sequencing processes to facilitate curriculum alignment</p> <ul style="list-style-type: none"> ❖ AE staff to take Math/English placement tests at CC to assess curriculum needs (ACCUPLACER) ❖ Placement level data and sequence at CC to be made available to AE staff to further align curriculum 	<p>Math/English teachers will take placement tests at CC to further assess/align curriculum</p> <p>Use placement and sequence data to create aligned and articulated curriculum</p>	<p>Dedicated counselor time to start the program at AE and CC sites and monitor progress of pilot population</p> <p>Curriculum redevelopment time for Math/English teachers to align with CC standards</p> <p>CCC staff to support curriculum alignment and revisions needed</p>	<p>\$10,000</p> <p>\$60,000</p> <p>\$60,000</p>	<p>Math/English teachers at CC and AE sites</p> <p>CCC teachers in core subjects, ESL and CTE classes</p>	<p>Track number of student placing into credit classes at CC after finishing at AE</p>	<p>Summer 2015</p>
Accelerate progress on established CTE tracks from AE to CC	Develop and implement articulation agreements for CTE programs across all AE sites with consortia CC entities	CTE program leads at each AE will work with CTE dept at CC and assess and evaluate curriculum as needed	\$60,000	CTE program leads at AE and CTE program directors at CC	Track students from AE to CC to assess time spent on each CTE track	Summer 2015

Regional Comprehensive Plan Objective 6

Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff.

Consortium members identified several professional development opportunities that will prepare faculty and staff from both Adult Schools and Community Colleges to facilitate the alignment and coordination of various academic and career pathways for adult learners. The consortium identified both ongoing professional development opportunities that can be leveraged in the process of aligning institutions within the consortium and additional professional development strategies to enhance collaboration between Adult Schools and Community Colleges. Professional development strategies are outlined in the Work plans 6.1 and 6.2 and provide a detailed explanation of each professional development topic, strategy, program area(s) to be addressed, and estimated costs to implement.

The consortium focused their planning on the following current professional development topics:

- ❖ Teaching practices to support accelerated student learning such as developing Bridge program curriculum, integrated secondary skills in ESL and ABE courses, and embedding more courses for students with disabilities within existing CTE and other academic pathways.
- ❖ Improving the integration and use of technologies to enhance student learning.
- ❖ Ongoing strategies to encourage team building and coordination between existing Adult School and Community College programs.

In Work plan 6.2, consortium members identified topic areas that will encourage coordination and collaboration across institutions. Professional development areas in Work plan 6.2 include:

- ❖ Integrate new models for instructional strategies that focus on contextualized learning within career or academic pathways.
- ❖ Enhance team building, collaboration, and coordination between Adult Schools and Community Colleges.
- ❖ Ensure faculty and staff have the skill to execute articulation between different institutions within the same academic or career path.

Table 6.1 Current Professional Development

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
<p>Practices in providing bridge programs in basic and secondary skills, programs for adults with disabilities, short-term CTE classes, ESL classes, and apprenticeship programs.</p> <p>New models and instructional strategies for contextualized and/or accelerated teaching and learning; Intercultural competencies</p>	<p>Joint team participation in professional development activities and conferences offered through regional and statewide associations including:</p> <ul style="list-style-type: none"> • California Council for Adult Education (CCAE) Conferences • Association of California School Administrators (ASCA) Conferences • Adult Back to School In-Service • Commission on Adult Basic Education (COABE) Conferences • California Adult Literacy Professional Development (CALPRO) - Self- selected workshops • California Teaching English to Speakers of other Languages (CATESOL) Conferences • Teaching English to Speakers of other Languages (TESOL) Conferences • Comprehensive Adult Student Assessment Systems (CASAS) Conference • Reading Apprenticeship Workshops • Basic Skills (BSI) reporting workshops, sharing events and coordinator meetings. <p>Utilize department meetings to share best practices, encourage remote participation through webinars, and participate in E-learning webinars.</p>	All Program Areas	\$150,000 for all topic areas
Technology use and integration	<p>Joint team participation in professional development activities provided through OTAN, Krause Center of Foothill College, various training sessions offered through SCCOE (Santa Clara County Office of Education); attend department meetings to share techniques in delivering instruction through technology; encourage remote participation through webinars and E-learning. Each site has IT staff and support for learning how to use and apply technology for instruction and assessment.</p> <p>Ongoing training around utilizing Google docs, Facebook, and other social media to interface with students and other teachers.</p>	All Program Areas	



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Team building	Department meetings in ASE, ESL, AWD, and CTE which focus on instruction and assessment. Presentations from subject matter experts.	All Program Areas	
Articulation of curriculum across programs	Beginning to articulate bridge curriculum across programs among AE Consortium sites. Making efforts to do so with Community Colleges in our Consortium.	All Program Areas	

Table 6.2 Collaborative Professional Development Plan

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
New models and instructional strategies for contextualized and/or accelerated teaching and learning; Team building	Teacher-peer mentoring, exploration of co-teaching opportunities, site visits, teacher specialist teams to coach and assist transition teachers. Professional Development (PD) facilitator to help identify and organize PD needs based on AB 86 requirements and the planning grant. Conduct quarterly. Include adult education and Community College transition teachers, advisors and relevant staff.	Elementary & Basic Skills (ASE) CTE ESL AWD (adults with disabilities) Apprenticeship	\$500,000 for all topic areas
Coordination of training opportunities	Professional Development (PD) facilitator to help identify, assess, and provide resources and opportunities based on AB 86 requirements, the planning grant, and Consortium needs in person meetings or webinars. Conduct monthly.	All AB 86 program areas	



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	<p>Include adult education and Community College transition teachers, advisors and relevant staff.</p>		
Articulation of curriculum across AE and CC programs	<p>“Articulation days.” Learning/sharing around curriculum. Workgroups review curriculum across programs to create articulation agreements in in-person meetings or webinars.</p> <p>Conduct yearly or bi-annually.</p> <p>Include adult education and Community College transition teachers, advisors and relevant staff.</p>	All AB 86 program areas	
Building cultural competency between AE and CC programs	<p>Equity workshops, educate staff/faculty on differences in student populations, social and economic issues faced by students, etc.</p> <p>In in-person meetings or webinars.</p> <p>Conduct yearly.</p> <p>Include adult education and Community College transition teachers, advisors and relevant staff.</p>	All AB 86 program areas	
Team building	<p>Develop co-teaching opportunities for AE and Community College faculty. (Credential reciprocity where applicable). In in-person meetings or webinars.</p> <p>Conduct monthly.</p> <p>Include adult education and Community College transition teachers, advisors and relevant staff.</p>	All AB 86 program areas	

Regional Comprehensive Plan Objective 7

Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.

Objective 7 describes the Consortium's plans to leverage existing partnerships and establish new connections with existing regional structures. Consortium members identified regional partners to leverage in the process of strengthening student supports and employment opportunities for adult learners in Adult Education programs and Community Colleges in the region.

Overall, the Consortium identified several partners that aid and enhance the transition to employment for students such as the local Workforce Investment Board (WIB) and local chambers of commerce, Samsung and other technology companies in the Silicon Valley and health industry partners. Additionally, the Consortium will initiate and strengthen relationships with local elected officials and public agencies to coordinate job development initiatives across sectors. In addition to strategies to improve opportunities for the transition to employment, the consortium also identified existing resources that will be leveraged to support adult learners by supporting their physical and mental health, and overall wellbeing. This will be achieved through stronger collaboration with CalWORKS and other local social services, local health and mental health services, and community based organizations, among others.

The Consortium outlined a number of strategies to formalize working relationships with existing regional collaborative structures including the Bay Area Community College Consortium, literacy coalitions, and local Rotary and Kiwanis organizations. In addition, the Consortium will continue work to solidify the relationships between Adult Schools and Community Colleges in order to fortify their partnership in achieving the aims of AB 86. The Consortium also noted the need to identify and leverage additional funding resources such as county and state grant opportunities to support the implementation of strategies outlined in the AB 86 regional plan.

Work Plan 7.1 provides a detailed account of the different regional partners, program areas to be addressed, tasks or activities need to implement support of the program, necessary resource contribution from partners, and timeline to implement tasks or activities.

Table 7.1: Leverage Existing Regional Structures from Partners

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s)	Partner Contribution	Timeline
CalWORKs EDD ALLIES	2-4	<p>Shared staff to provide seamless services.</p> <p>Utilize partner resources already in place such as: CalWORKs Career Fairs</p> <p>Strengthen quality of support to connect students with services including developing a matrix of resources for ease and accuracy of student referral</p> <p>Understand different types of support partner agencies provide at the Community College level</p> <p>Provide more of a direct connection between AE and CC services</p> <p>Create educational opportunities for education faculty and staff on how partner agencies benefit students</p> <p>Assign student to ALLIES for support in systems navigation and understanding different programs and services</p>	Adult Education	Staff Resources	Initiate Fall 2014 Meetings/coordination beginning January 2015
Local libraries	1-5	<p>Staff presentations, outreach to Adult Education</p> <p>Resources at library locations</p> <p>Identify what resources local libraries currently provide</p> <p>Present list of resources needed by AE and CC students including, but not limited to: WiFi, PC and laptop computers, Soft Skill workshops (e.g.</p>	Adult Education Community Colleges	Staff Resources	Initiate Fall 2015



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Local libraries, local unions, trades, apprenticeships	1-5	<p>resume writing, interview skills, digital literacy, research skills, etc.), introduction to how to use library resources</p> <p>Create partnerships that allow students increased access to library resources, union apprenticeships, vocational preparation/internships, and job shadowing. This includes screening agreements that prevent exposure to professional liability/lawsuits.</p> <p>Outreach partnerships in program and out program and identify who they are with a key engaged contact</p>			
Chamber of Commerce Independent Employer Groups Workforce Investment Board (WIB)	2,3,5	<p>Expand Job opportunities by working with employers (including temporary agencies)</p> <p>Expand Social Services, childcare and transportation</p> <p>Connections with businesses: Satellite programs/books/services as well as CCC-Adult Ed representatives on CTE Advisory Committees</p> <p>Create industry-specific curricula for in-demand fields (e.g., IT and health)</p> <p>Create industry mentor program; expand scope of trainee opportunities to partner with cities, counties, and non-profits.</p> <p>Invite Educational partners to business events</p> <p>Define mutually-meaningful level of engagement/connectedness with partner agencies</p> <p>Coordinate to find out how we can participate in legislature that affects our students. And/or better understand our civic involvement as an Adult Education agency.</p>	Adult Education Community Colleges	Job opportunities Local business connections Industry-specific curricula Satellite educational programs	Initiate January 2015



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Elected officials/other County Agencies	1-5	Coordinated job development initiatives across sectors Offer apprenticeships/internships/externships	Adult Education Community Colleges	Coordination	Initiate January or February 2015
Literacy coalitions State/County grants	1,4,5	Secure funding for counseling Staff and IEP/Special Education Provide counseling services (CTE/Academic/Career/IEP/Special Education) for Adult Education students. Secure funding for “Transition Advocate” staff. One coordinator and one “Transition Advocate” for each type of student population (i.e.: Basic Education, ESL/Citizenship Studies, Short term CTE/Intern/Extern) Secure funding for Special Education Service staff to provide individual case support for Adult Education students.	Community Colleges	Funding	Initiate outreach in December 2014
Local social services, mental health, and health services	1-5	Support for staff and shared counseling services allow students to stay in class and learn Secure support for students with mental health needs that affect school behavior or performance	Adult Education Community Colleges	Counseling services Staff Coordination Resources for services	Initiate November 2014
Consortium Community Colleges	1-5	Identify Community Colleges that share similar student populations Engage Deans Office or Office of the President in AB 86 efforts/outreach/engagement strategies	Adult Education	Coordination	Initiate November 2014



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Businesses, Community Colleges, Adult Schools, Community Agencies		<ul style="list-style-type: none">• Increase buy-in for collaborative AB 86 planning efforts; start with CTE programs → other program areas• Persistent outreach and engagement to CC's about AB 86 and benefits of partnering with AE <p>Expand Community College existing paid internships to non-students (suggested 300/year) Develop a matrix of services offered to refer students appropriately</p>			
Consortium	1-5	<p>Develop joint planning initiatives with faculty/staff from AE and CCs within the Consortium</p> <p>Link high school, Adult Education and Community College career pathways</p>	Adult Education	Coordination	Initiate November 2014
Consortium	1-5	Develop letters of support/MOUs between partner institutions within the Consortium to codify CC participation in joint planning efforts; this would include updating and expanding articulated agreements that are current and meaningful.	Adult Education Community Colleges	Resources Jobs Staff	TBD by Adult Education Partner
Samsung/other IT companies partnering with Consortium WIA	4	<p>Enhance training curriculum and basic skills training to integrate innovative IT training into AE/CC</p> <p>In addition to soft skills, work with businesses to identify specifics of what an "effective contributor" is across the industry and adjust AE/CC course curriculum and assessments to train students appropriately</p> <p>Focus on areas such as: IT/Computer Specialist, Networking Specialist, Computer Programming/ Application Development</p> <p>Explore use of WIA funds to develop</p>	TBD	TBD	TBD

